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ABSTRACT

The Dade County Florida Public Schools Area Student Services Program provides a variety of guidance and psychological support services to students, parents and schools. An evaluation of the services provided by school psychologists and visiting teachers revealed that there were few, if any, problems for psychological services brought about by bilingualism in the district. However, several problem areas were identified. School psychologists were unable to provide adequate services within acceptable time limits. Too much emphasis had been placed on diagnostic testing while counseling and consulting activities seemed to be less emphasized, but needed more. Standard referral procedures were not followed closely, resulting in incomplete case files. Also, information provided to teachers following psychological evaluations of students needs to be more relevant and useful. Work environments need to be improved for school psychologists. Similar problems were associated with the visiting teacher programs. Possible solutions were offered for each problem area. (EVH)

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SUMMARY OF PRINCIPAL FINDINGS AND RECOMMENDATIONS

A. SCHOOL PSYCHOLOGIST SERVICES

Dade school psychologists are regarded as highly skilled personnel whose services are essential to effective school functioning and whose efforts are generally being supported by school, area and district administrators as well as by parents and various school personnel. Certification and experience are commendable and many psychologists are bilingual which has resulted in few, if any, problems for psychological services brought about by bilingualism in the district.

However, school psychologists are unable to provide adequate services within acceptable time limits, due, in part, to the growth of the district's Exceptional Child and Early Identification Programs which has resulted in greater numbers of students being referred for psychological services and a sizeable backlog of students to be evaluated. Possible solutions to this problem include employing more school psychologists, modifying the nature of the components comprising a psychological evaluation in order to reduce evaluation time, improving school-level screening procedures and developing school-level intervention alternatives that must be applied for every student prior to referral to a school psychologist.

Diagnostic testing is considered a necessary but over-emphasized psychological service while counseling and consulting activities seem to be less emphasized but needed more. Diagnostic materials appear to be adequate but need to be improved for Black and Hispanic students. The consultative psychological model currently in use in the district could be expanded to provide more counseling and consultative services and the concept of differentiated staffing of school psychologists should be considered. Another alternative would be to provide additional school counselors for such purposes.

Principals and Area Student Services Directors need to follow standard referral procedures more closely to insure that psychological case folder information is complete and current while recommendations made, and information given to teachers following a psychological evaluation need to be more relevant and useful. Inservice orientations for principals in each area regarding the Student Services Program and training for school psychologists in curriculum, writing academic and behavioral prescriptions and applying behavior modification principles to classroom problems might help resolve these problems.

The work environments of school psychologists need to be improved on school and area levels and more adequate office space for testing, consulting and report-writing needs to be provided. More contact between school psychologists and district-level Student Services administrators needs to be established and supervision of the activities of school psychologists by trained psychologists should be considered.

B. VISITING TEACHER SERVICES

Dade visiting teachers are highly trained personnel who are contributing significantly to effective school functioning and who are receiving adequate support from school personnel, parents and area and district Student Services administrators. While certification and experience requirements are generally being met, the finding that a small percentage of visiting teachers does not appear to be certified warrants investigation.

Although visiting teachers generally are satisfied with their caseload demands and appear to be providing services of sufficient quality and availibility to adequately meet the needs of most schools in the district, the distribution of visiting teachers in schools needs to be examined since those assigned to secondary schools are required to serve twice as many students as those serving elementary schools and are not able to provide services as quickly as the latter. Scheduling of time for home visits also needs to be looked at and evening visits should be considered.

School principals indicated a need for more visiting teacher time for counseling, social casework and follow-up services. However, to do this effectively, visiting teacher casework and counseling skills need to be upgraded.

Although the efforts of visiting teachers are receiving considerable support from various school personnel, secondary schools need to follow standardized referral procedures more closely, elementary schools need to provide more secretarial/clerical support and principals and Area Student Services Directors need to provide visiting teachers with more adequate office space on school and area levels. Additionally, the relationship between visiting teachers and community agencies is unsatisfactory and needs to be improved.

Finally, inservice needs indicated by visiting teachers include instruction in school law, teen counseling and community agency information and should be provided on area and district levels on a regular basis.

DADE COUNTY PUBLIC SCHOOLS

Division of Finance

EVALUATION OF THE

AREA STUDENT SERVICES PROGRAM, 1976-77

Prepared by

Department of Planning and Evaluation
Dade County Public Schools
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AREA STUDENT SERVICES EVALUATION

INTRODUCTION

Description of the Program

The Dade County Public Schools Area Student Services Program consists of a variety of component programs that provide specialized support services to students, parents and schools. Specific program components* include Elementary and Secondary Guidance, Early Identification, Professional Resources in Developmental Education (PRIDE), Career Vocational Guidance, Placement and Follow-Up Services, Psychological Services, School Centers for Special Instruction (SCSI), Attendance/School Social Services, Opportunity Schools and Student Inventory.

Although the district provides support through administrative direction, staff development, informational services and program development activities, each administrative area, in addition to providing similar support, has sole responsibility for the direct supervision of the personnel comprising each program.

The current evaluation focused on two professional groups currently providing student services to pupils in grades K - 12: school psychologists** and visiting teachers.

A. School Psychologists

Psychological services are currently being provided by seventy-four school psychologists assigned to the six administrative areas and to various special programs. Direct supervision is provided by Area Staff Directors of Student Services (except in the South Central Area where such supervision is provided by the Area Exceptional Child Program Director) with district-level support from the Director of Student Services, the Consultant for Guidance and Psychological Services and the Coordinator for Psychological Services.

Included in psychological services are testing, counseling, consultation and staff development. Testing, a core function, is done to obtain information regarding a student's intellectual skills, achievement, general adjustment and "style of learning". This information is then used to help determine (1) the extent to which the youngster is benefiting from his current school placement, and (2) what else could be done

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*A complete description of each component may be obtained from the Department of Student Services, Room 104, Lindsey Hopkins.

**For the purpose of this evaluation, "school psychologists" will be used in place of "specialists in school psychology."

to meet his needs more effectively. Reasons for testing include early entrance to first grade, early identification of behavioral exceptionalities, gifted program placement, opportunity school participation, exceptional child program participation and periodic re-evaluation of students enrolled in exceptional child classes.

In-depth counseling is provided to students as needed and consultative services are available for teachers and principals to assist them in developing more effective programs for all students. Inservice workshops are conducted by school psychologists to provide teachers and principals with information regarding behavior management and other relevant issues.

School psychologists must be certified in accordance with state guidelines and must hold a minimum of a Master's degree. Except for those assigned to specific programs, area school psychologists typically are assigned to several facilities and serve them on an itinerant basis.

B. Visiting Teachers

Attendance/School Social Services are currently being provided by ninety-six visiting teachers and visiting teacher-counselors assigned to the administrative area offices. Supervision is provided by Area Student Services Directors with additional district-level support from the Director of Student Services, the Supervisor of Attendance Services, the Coordinator of Attendance Services, the Coordinator of the Pupil Attendance Locator System, the Assistant Supervisor of Attendance Records and the Court Liaison Specialist.

These services include counseling, home visitation and referral/community resource services. Specific activities include investigating nonenrollment, unexcused absences and truancy, assisting other school personnel in handling disruptive student behavior, obtaining social histories and other information needed to complete psychological evaluations, providing counseling to students and their families, obtaining information pertinent to tuition exemption, birth certificates and address verification, assisting in pupil referrals to Juvenile Court and providing liaison assistance for students and parents who may need the services of various community agencies.

Visiting teachers must be certified in accordance with state guidelines and must hold at least a Bachelor's degree. Most visiting teachers are assigned to more than one facility and serve on an itinerant basis.

Description of the Evaluation

A. School Psychologists

Information concerning the characteristics of school psychologists, the work demands placed upon them, the nature of their work environments, the quality of their services, the nature of their records and the extent to which bilingualism is presenting a problem to them were obtained

from the following respondent classes: school psychologists, principals, regular class and exceptional child teachers and area and district Directors of Student Services.

Questionnaires were sent to all area school psychologists (74) to obtain information on training, certification, size of current caseload, task demands, satisfaction with work environment, self-assessment of professional skills, nature of program emphasis and nature of support from various school personnel.

All principals in the district (about 250) received questionnaires and were asked to provide information regarding school psychologists' schedules, activities and skills, the need for specific psychological services and the extent to which the needs of their schools were being met.

Questionnaires were sent to 300 regular class elementary teachers, 300 regular class secondary teachers, 210 exceptional child elementary teachers and 215 exceptional child secondary teachers (about ten percent of Dade's teacher population) to obtain information regarding school psychologists' schedules, contacts with teachers, reports, nature and quality of services and the nature and quality of testing with respect to exceptional child student re-evaluations.

Various area and district Student Services administrators were interviewed informally to obtain their perceptions of current strengths and weaknesses of existing services and solutions to identified problems.

Finally, the psychological case folders of 633 of the students listed (about 105 per area) were examined to determine the extent to which evaluation procedures were followed and the nature of their temporal characteristics. Records were checked for psychological referral forms, signed parent permission forms, social histories, vision and hearing examinations and written psychological reports.

B. Visiting Teachers

Information concerning the characteristics of visiting teachers, the work demands placed upon them, the nature of their work environments and the quality of their services was obtained from the following respondent classes: visiting teachers, principals and area and district Directors of Student Services.

Questionnaires were sent to all elementary and secondary visiting teachers (96) to obtain information on training, certification, size of case load, task demands, satisfaction with work environment and the nature of support from various school personnel.

All principals in the district received questionnaires and were asked to provide information regarding visiting teacher schedules, activities, adequacy of skills, need for specific visiting teacher services and the extent to which the needs of their schools were being met.

Various area and district Student Services administrators were interviewed informally to obtain their perceptions of current strengths and weaknesses of existing services and solutions to identified problems.

Details concerning evaluation procedures and copies of data-gathering instruments appear in the appendices.

CONCLUSIONS AND RECOMMENDATIONS

Each administrative area has its own unique needs, problems and procedures for implementing school psychologist and visiting teacher services. In order to provide a general understanding of those services throughout the county, the following section contains only general conclusions and recommendations. For a more detailed account of area differences, the reader is referred to the Results section of this report.

A. SCHOOL PSYCHOLOGIST SERVICES

As judged from the nature of the psychologists who responded to the questionnaires provided, most psychologists in the county are female and several are bilingual (one-third of the respondents spoke fluent Spanish). Certification requirements and experience characteristics are, generally, commendable.

Each school psychologist serves an average of four schools and 3,135 students per week with bilingual psychologists "on-call" to eight or more schools each. Travel averages fifty-five miles weekly in two hours time.

The ratio of students to be served to school psychologists appears to be unrealistic in that the latter, in general, are not able to provide adequate services to their schools within adequate time limits. Twenty percent of the students referred for psychological services last year were not served during that time and a similar percentage of those who did receive services had to wait several months. Additionally, about one-third of the students in the classes of exceptional child teachers sampled in the evaluation are eligible for re-evaluation by school psychologists and although most are evaluated in about two months time, a significant percentage have to wait six months or longer. Finally, records show that most current "open" psychological cases are still awaiting evaluation while a significant percentage have been served but are not yet "closed".

Although about seven new cases are received by each school psychologist weekly, about four full psychological evaluations are being completed in 32 hours time with an additional two hours for travel. This figure (of 34 hours) does not include time for counseling students, providing inservice training for teachers and performing various other psychological activities. It is felt that this is resulting in an ever-increasing backlog of students to be evaluated and re-evaluated. The fact that the size of such a backlog increased from 2,282 students on June 30, 1976 to 2,836 on January 24, 1977, would appear to substantiate this feeling. It is also important to point out that this figure does not reflect the hundreds of students who are currently being identified as needing psychological evaluations on the basis of their performances on the recently administered Stanford Early School Achievement Test.

Requiring more evaluations per school psychologist per week without making substantial changes in the nature of the components involved in such evaluations seems unrealistic. Altering evaluation components may reduce evaluation time but may not be feasible if quality evaluations are to continue to be produced. In any case, a thorough examination of

the temporal aspects of such components by area and district Student Services administrators seems warranted. One solution to the backlog problem offered by principals, Area Student Services Directors, teachers and school psychologists themselves is simply to hire more school psychologists so that referral demands can be met. Another suggestion made by these groups was to increase the size of area secretarial/clerical staffs to provide quicker "turnaround time" for cases evaluated but not closed. However, it is questionable as to what effect the latter suggestion would have since, according to several Area Student Services Directors, delays in case processing are not occurring because of secretarial inabilities to open, type and close cases promptly but, rather, because of school psychologist delays in writing or dictating reports due to commitments such as attending meetings and staffings and performing other psychological functions during time frames that were to be devoted exclusively to report-writing. Additional solutions to this problem include more effective screening at the school level and insuring that school personnel have exhausted every available intervention alternative before a referral for psychological services is made. To accomplish this, a set of pre-referral school intervention procedures could be developed by school and Student Services administrators and systematically applied to every student considered for referral.

A general finding is that diagnostic testing, although recognized as necessary, is over-emphasized in the district and that more time needs to be devoted to counseling and consultative activities including parent and teacher conferences, school committee participation and providing follow-up after psychological evaluations. The consultative psychological model currently in operation in the district could be developed and applied county-wide to provide additional consultative services. The concept of differentiated staffing of school psychologists (using some for testing, some for consultation, some for providing inservice training etc.) should also be explored.

As a result of the rapid growth of the district's Exceptional Child Program the need for school psychologist services has greatly increased. In fact, principals of schools housing exceptional child centers feel that full-time psychologists are needed at each center to handle re-evaluations and other relevant matters. Additionally, exceptional child teachers feel that the length of time it takes to get students re-evaluated is posing problems (a significant percentage said it took six months or longer) and that psychological services need to be more easily obtained. Consequently, it is suggested that Exceptional Child and Student Services administrators determine the exact needs of the Exceptional Child Program as they pertain to psychological services and what can be done to effectively provide such services.

In general, school psychologists are highly regarded by principals and are seen as extremely important to effective school functioning. However, although traditional psychological skills such as diagnostic testing are considered quite good, skills such as providing inservice programs for teachers and those involving the application of behavioral intervention strategies, such as behavior modification, to classroom problems need to be developed. It is also apparent that school psychologists need to provide more academic and behavioral prescriptions for students they have evaluated and to make their recommendations to teachers

more relevant and useful. Additionally, principals need to let their teachers know when a psychological evaluation report on one of their students arrives at the school.

A rather surprising finding is that school psychologists are not providing counseling services to the extent they are needed. In fact, principals were unable to rate counseling skills in terms of strengths or weaknesses because counseling by school psychologists was simply not occurring to the extent that the skills could be rated accurately. Given the need for general and in-depth student counseling that was indicated in this evaluation, either more school psychologist time should be made available for such activities or more counselors should be provided. Additionally, more time for follow-up services needs to be made available.

Diagnostic materials for most purposes appear to be adequate. However, there are some questions to their appropriateness with Black, Hispanic, socially maladjusted and disruptive students. Similarly, school psychologist skills as they pertain to serving Black and Hispanic students need to be developed.

Bilingualism, per se, does not appear to be presenting major problems for psychological services due, in part, to the fact that bilingual school psychologists are employed in each area and are "on call" to provide services to Spanish-speaking students in schools served by only-English-speaking school psychologists. This procedure seems to be working effectively.

Psychological case folders were found in various stages of completeness in terms of required documents and information. Psychological referral forms, parent permission forms and psychological reports were almost always present while teacher observation forms, speech, hearing and vision examinations and visiting teacher reports were often missing. These findings suggest that not only are school principals not following standard referral procedures but also that Area Student Services Directors are permitting cases to be opened without requiring adherence to such procedures. Principals expressed a need to be better informed of Student Services policies and procedures. The fact that they do not feel as informed as they should may explain, in part, why standard referral procedures have not been followed. Providing an inservice orientation to principals in each area regarding the Student Services Program seems warranted.

School psychologists noted dissatisfaction with various dimensions of their work environments. One aspect in need of improvement appears to be office space in schools and area offices. Principals apparently are not providing suitable space for testing and consulting while Area Student Services Directors are not providing appropriate facilities for dictation and report writing, using the telephone and consultation. Steps should be taken at school and area levels to improve this situation. Another point of dissatisfaction is that school psychologists feel they have to serve too many schools and, consequently, do not have enough time to provide services effectively. Implementation of the recommendations presented earlier would probably do much to alleviate this condition.

The efforts of school psychologists generally are being supported by principals, parents, teachers, counselors, clerical personnel and Area Student Services and Exceptional Child Directors. However, more

contact between school psychologists and the district Director of Student Services and the county Coordinator of Psychological Services needs to be established. Additionally, most school psychologists feel that supervision of their activities should be done by trained psychologists rather than by school administrators as is currently the case. Feasibility for providing such supervisory personnel should be considered. Finally, more inservice training for school psychologists should be provided, especially in the areas of curriculum, writing academic prescriptions, administering and interpreting projective tests and personality and child development.

B. VISITING TEACHER SERVICES

According to the nature of visiting teachers who responded to the questionnaires, just over half of the visiting teachers in the district are female and most are experienced in classroom teaching and providing visiting teacher services. While several are bilingual, bilingual visiting teacher aides are more commonly employed throughout the county to help visiting teachers serve Spanish-speaking students more effectively. About five percent show no certification, a finding warranting further investigation.

Visiting teachers each serve an average of three schools and about 2,700 students and travel 120 miles per week in five hours time. Secondary visiting teachers serve twice as many students as their elementary counterparts and, consequently, receive more referrals per week than the elementary group. A general finding is that the secondary group is unable to provide services as quickly as the latter, indicating a need for more effective scheduling of visiting teachers to make the caseload demands more equitable. In spite of this, visiting teachers tend to be satisfied with the size of their caseloads and number of schools to serve.

Much of a visiting teacher's time is spent performing home visits. However, parents are often not home and visiting teachers have to return several times before contact is made. It is apparent that new schedule strategies need to be tested in order to increase the percent of parent contacts made per home visit so that currently wasted travel time could be devoted to other activities. Several visiting teachers suggested that home visits could be made in the evening when parents are more likely to be there. The feasibility of doing this should be explored.

Visiting teachers are highly regarded by their principals and are receiving adequate support from them and from area Student Services Directors. The principals generally are in agreement with the emphasis the Student Services program is placing on various visiting teacher activities but would like to see even more emphasis given to counseling students in school and families at home and providing more follow-up services. This could be achieved by area Student Services Directors placing greater emphasis on visiting teacher counseling and case work activities. However, in order to do this and not reduce the services needed for handling attendance problems and obtaining social histories for psychological evaluations, additional visiting teachers would probably have to be employed. One obstacle to effecting such an emphasis on consultation is that few visiting teachers have had formal training in social work and would need considerable inservice involvement to develop the necessary skills. In any event, the credentials of newly-hired visiting teachers should reflect either degrees in social work or considerable course work in that field.

Visiting teachers are somewhat dissatisfied with various aspects of their work environments. They feel that secondary schools need to follow standard referral procedures more closely while elementary schools need to provide more adequate secretarial/clerical support. Additionally, most office space on both area and school levels is apparently unsuitable for conducting visiting teacher activities and needs to be improved.

Another area that needs to be looked at more closely involves the relationship that visiting teachers have with community agencies with which they interact. Not only do visiting teachers feel somewhat uninformed with regards to community agency policies and procedures but they also feel that the support they are receiving from such agencies is quite dissatisfactory. It seems warranted that area and district Student Services administrators take steps to improve relations in this area.

Visiting teachers feel a need for more inservice training in areas such as school law, teen counseling and community agency information. This training should be provided by area and/or district Student Services administrators.

Finally, with regards to the issue of needs versus availability of services, although some principals feel that certain visiting teacher services should be expanded as outlined above, most principals, as well as most visiting teachers, feel that the current availability level of visiting teacher services is sufficient to adequately meet the needs of most schools.

RESULTS

EVALUATION OF SCHOOL PSYCHOLOGIST SERVICES

A. SCHOOL PSYCHOLOGIST RESPONSES

Questionnaires were mailed to all area school psychologists in the district (74). A copy of the questionnaire appears in the appendices. Although responses were analyzed for school psychologists as a group, by administrative area and by the type of position held, only the responses of conventional area school psychologists have been presented in tables. Major response discrepancies among school psychologists of different areas and job descriptions are noted in the report as they occurred.

Forty-five school psychologists responded to the questionnaire constituting a 60 percent rate of return (four of these were Alternative School psychologists and one had a special consultative function). Questionnaires were not sent to psychologists on special assignment or those assigned to the Diagnostic and Resource Center and Title I and Evaluation Studies programs since it was felt that their responses would not be representative of area Student Services psychologists and would therefore have limited value in this evaluation. All Alternative School psychologists responded and South Central and Southwest area response rates were 83 and 71 percents, respectively. Just over half of the Northeast and South area groups returned questionnaires while 40 percent of the Northwest and North Central groups responded.

Personal and Professional Characteristics

Table 1 contains the personal and professional characteristics of the area school psychologists who returned questionnaires. Although more than 60 percent were found to be female, Alternative School and South area groups showed more males.

The number of Black, Non-Hispanic school psychologists was found to be two (five percent of the respondents) with a third in the Alternative School group (Northeast, North Central, Southwest and South areas showed no Black psychologists). All groups except the Alternative School and Northeast area showed Hispanic school psychologists responding to the questionnaire and every group except the Alternative Schools had at least one psychologist who spoke fluent Spanish (30 percent of all respondents indicated fluency).

Fifty percent of the school psychologists who returned questionnaires were from the South Central and Southwest areas. Although this may have resulted in some bias, it is, nevertheless, felt that the data in this evaluation represent the general feelings of school psychologists in all areas. All had at least a Master's degree (most were clearly in the area of psychology) while over 15 percent held Doctor's degrees. All held permanent certification in their field with the exception of one respondent from the Alternative School group who indicated no certification. Fifteen percent held state licenses in psychology with ten percent holding licenses in another state. The average school psychologist was found to have had 7.5 years of experience in that position.

TABLE 1

CHARACTERISTICS OF SCHOOL PSYCHOLOGISTS WHO RESPONDED TO THE QUESTIONNAIRE

CHARACTERISTICS	N	PERCENT
Sex: Male	15	38.5
Female	24	61.5
Ethnic Origin:		
White, Non-Hispanic	28	70.0
Black, Non-Hispanic	2	5.0
Hispanic	10	25.0
American Indian/Alaska Native	0	0
Asian/Pacific Islander	0	0
Speak Fluent Spanish:	12	30.0
Work Location:		
Northeast Area	5	12.5
Northwest Area	5	12.5
North Central Area	4	10.0
South Central Area	10	25.0
Southwest Area	10	25.0
South	6	15.0
Highest Degree Currently Held:		
Bachelor	0	0
Master	32	84.2
Doctor	6	15.8
Degrees Clearly in Psychology:		
Bachelor	19	48.7
Master	29	90.6
Doctor	5	83.3
Current State Certification as a Visiting Teacher:		
Permanent	38	100
Temporary	0	0
None	0	0
Licensed By:		
Florida State Board of Examiners	6	15.0
Another State	4	10.0
	M	SD
Total Number of Years as School Psychologist:	7.5	6.0

Nature of Professional Services and Activities

School psychologist caseload characteristics presented in Table 2 show that the average respondent provided services to four schools (those serving eight or more schools were apparently bilingual school psychologists who were on call for Spanish-speaking youngsters in schools serviced only by English-speaking psychologists). Each school psychologist was seen to provide services to a combined population of about 3,135 students with South area indicating the highest average (4,975) and Southwest lowest (3,030). Alternative School psychologists each served an average of 113 students.

According to records kept over five consecutive working days (one week), school psychologists averaged 55 miles of travel in two hours time (the Northeast and North Central groups indicated about 75 miles per week in three hours time while the Northwest group showed 20 miles in 45 minutes). Similar 5-day records showed that the average school psychologist received seven new cases per week, wrote or dictated four reports, performed four full psychological work-ups and staffed over five cases.

When school psychologists were asked to provide information regarding the status of their "open" cases, it was found that of an average of 20 open cases reported, 60 percent were still awaiting evaluation, ten percent were in the process of being evaluated and 30 percent were evaluated but not yet "closed". North Central and Northeast area groups reported the largest average number of open cases (71 and 41, respectively) while the latter area and the South Central group had the highest percentages of cases awaiting evaluation (78 and 68 percents, respectively). The Northwest and Southwest groups had the fewest cases awaiting evaluation (under 30 percent).

Information regarding the extent of backlog of students referred for, but still awaiting, psychological services is shown in Table 3. As can be seen, while 11,186 evaluations were completed between July 1,1975 and June 30, 1976 by area school psychologists and by the now-defunct K-1 Diagnostic Team, 2,282 were still pending as of June 30. That number increased by more than 550 students and totaled 2,836 as of January 24, 1977.

All school psychologists were asked to indicate reason for referral and number of minutes involved in completing various evaluation components for the first evaluation they performed following receipt of the questionnaires. Results presented in Table 4 show that 61 percent of the students evaluated were referred for initial evaluation for learning problems, 19.6 percent for behavior problems, 14.6 percent for re-evaluation in exceptional child programs and 2.4 percent for gifted testing and K-1 evaluation.

Results in the same table show that it took an average of 7.9 hours to complete psychological evaluations with initial evaluations for learning and behavior problems requiring the most time (8.5 hours each), followed by re-evaluation of exceptional children (six hours), K-1 evaluation (4.5 hours) and gifted testing (2.3 hours). These differences resulted, in part, from the fact that several evaluation components either were not performed for certain types of cases or did not require as much time

TABLE 2

SCHOOL PSYCHOLOGIST CASELOAD CHARACTERISTICS

		MEDIAN	PERCENT
Facilities Served	1	--	0
	2	--	5.1
	3	--	23.2
	4	--	53.8
	5	--	12.8
	6	--	0
	7	--	0
	8 or More	--	5.1
	Average Number	4.0	--
Students Served	Average Number	3135	--
Data Obtained For 5 Consecutive Working Days	Total Miles Traveled	55	--
	Total Time (Hours)	2.0	--
	New Cases Received	7.0	--
	Reports Written or Dictated	4.0	--
	Full Psychological "Work-Ups" Done	4.0	--
	Cases "Staffed"	5.5	--
Status of "Active" or "Open" Cases	Awaiting Evaluation	12.0	60.0
	Process of Being Evaluated	2.0	10.0
	Evaluated But Not Yet Closed	6.0	30.0
	Total Cases	20.0	100

TABLE 3

PSYCHOLOGICAL EVALUATIONS
COMPLETED AND PENDING BY AREA

AREA	COMPLETED JULY 1, 1975- JUNE 30, 1976	PENDING JUNE 30, 1976	PENDING JANUARY 24, 1977
Northeast	1060	463	470
Northwest	1572	331	570
North Central	924	329	480
South Central	1444	484	525
Southwest	2221	217	491
South	1406	149	300
K - 1	2559	309	--
TOTAL	11,186	2,282	2,836

TABLE 4

SCHOOL PSYCHOLOGIST RESPONSES REGARDING THE AMOUNT OF TIME INVOLVED IN COMPLETING A "TYPICAL" PSYCHOLOGICAL EVALUATION

EVALUATION COMPONENTS / REASON FOR REFERRAL	%	REVIEW OF RECORDS AND BACKGROUND INFORMATION		PRE-TEST CONFERENCES WITH SCHOOL PERSONNEL		PRE-TEST CONFERENCES WITH PARENTS		CLASSROOM OBSERVATION		TESTING: ADMINISTRATION AND SCORING		POSTTEST CONFERENCES WITH SCHOOL PERSONNEL		POSTTEST CONFERENCES WITH PARENTS		WRITING PSYCHOLOGICAL REPORT		CASE STAFFING		OTHER		TOTAL HOURS PER CASE
		M*	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M
Initial Evaluation - Learning Problem	61.0	20.7	8.3	28.1	16.4	27.0	14.7	27.9	12.6	182	49.8	32.3	13.4	48.1	22.3	76.3	83.0	24.5	13.6	48.3	30.2	8.5
Initial Evaluation - Behavior Problem	19.6	28.2	12.9	39.6	21.2	31.6	17.5	34.0	24.3	186	68.8	27.5	12.2	38.1	19.4	71.1	48.1	19.7	7.7	35.0	0	8.5
Initial Evaluation - Gifted Testing	2.4	10.0	0	5.0	0	0	0	0	0	65.0	0	0	0	43.0	0	8	0	12.0	0	0	0	2.3
Re-Evaluation - Exceptional Child Program	14.6	21.1	10.3	22.6	5.7	0	0	20.0	9.1	143	31.6	26.6	12.1	42.0	16.4	52.1	22.1	16.0	5.4	20.0	10.0	6.0
K-1 Evaluation	2.4	30.0	0	30.0	0	15.0	0	15.0	0	150	0	30.0	0	60.0	0	30.0	0	30.0	0	15.0	0	4.5
Combined Weighted Average		22.1		29.0		22.9		26.9		169.7		29.6		45.4		68.9		22.1		39.5		7.9

*Means represent amount of time in minutes

to complete. For example, pre-test conferences with parents, classroom observations and post-test conferences with school personnel were not performed for gifted program evaluations (similar differences among other referral categories may be found by referring to Table 4).

In general, pre-test components such as review of records and background information, conferences with school personnel and parents and classroom observation each required about a half-hour or less to perform while administration and scoring of tests required just under three hours time (again, temporal differences for each referral category are shown in Table 4).

Post-test activities were found to require twice as much time as pre-test activities, due, in part, to increased time for post-test parent conferences and the fact that it took over an hour to write psychological reports, more than 20 minutes to staff a case and almost 40 minutes for activities classified as "other" which included conversations with community agencies, various mental health personnel and administrative personnel in special programs.

A review of data across administrative area groups revealed no gross temporal differences except that the North Central group took 3.6 hours to test students and the South Central group needed almost two hours to write psychological reports.

All respondents were asked to use a 5-point numerical scale with alternatives ranging from 5-Very Adequate to 1-Very Inadequate to indicate the adequacy of their own skills and available diagnostic materials as they pertained to providing effective services to various student groups. Results are shown in Table 5. Percents Adequate and Inadequate were derived by combining all five-and four responses and two-and-one responses (see asterisks in Table).

Results indicate that, in general, school psychologists felt their skills were quite adequate in serving all students with the exception of three ethnic groups: Hispanic, American Indian/Alaska Native and Asian/Pacific Islander. The most outstanding finding here seemed to be that almost 36 percent of the respondents felt their skills were inadequate in terms of providing services to Hispanic students. This finding was especially evidenced among the Alternative School psychologists and the Northwest, Southwest and South area groups (40 percent of the latter group also indicated that their skills were inadequate as they pertain to serving socially maladjusted and disruptive students).

Available diagnostic materials were seen to be quite adequate for White, Non-Hispanic, gifted, learning disabled and educable and trainable mentally retarded students and clearly inadequate for American Indian/Alaska Native and Asian/Pacific Islander ethnic groups. A substantial number of respondents also felt that diagnostic materials for Black and Hispanic groups, as well as for socially maladjusted and disruptive students, were somewhat inadequate (these findings were quite evident in the Northeast, South Central and South area groups who, except for the South area, also felt that emotionally disturbed diagnostic materials were somewhat inadequate).

TABLE 5

SCHOOL PSYCHOLOGIST PERCEPTIONS OF THE ADEQUACY
OF THEIR SKILLS AND AVAILABLE DIAGNOSTIC MATERIALS
IN PROVIDING EFFECTIVE SERVICES TO VARIOUS STUDENT GROUPS

TYPE OF STUDENT	PROFESSIONAL SKILLS			AVAILABLE DIAGNOSTIC MATERIALS		
	MEAN	PERCENT ADEQUATE*	PERCENT INADEQUATE**	MEAN	PERCENT ADEQUATE	PERCENT INADEQUATE
1. White, Non-Hispanic	4.8	100	0	4.6	100	0
2. Black, Non-Hispanic	4.6	97.4	2.6	3.7	71.1	28.9
3. Hispanic	3.3	51.2	35.9	3.1	48.6	37.8
4. American Indian/Alaska Native	3.1	31.4	17.1	2.9	19.6	23.6
5. Asian/Pacific Islander	2.7	17.1	28.6	2.7	14.7	29.4
6. Gifted	4.8	100	0	4.6	97.4	2.6
7. Learning Disabled	4.8	100	0	4.1	86.9	13.1
8. Educable Mentally Retarded	4.9	100	0	4.5	94.8	5.2
9. Trainable Mentally Retarded	4.7	97.4	2.6	4.1	89.4	10.6
10. Emotionally Disturbed	4.7	100	0	3.9	76.3	21.1
11. Socially Maladjusted	4.5	92.1	7.9	3.7	67.7	31.6
12. Disruptive	4.5	92.1	5.3	3.6	65.8	31.5

*Adequate - 5- Very Adequate; 4- Somewhat Adequate

**Inadequate - 2- Somewhat Inadequate; 1- Very Inadequate

Note: Row figures may not total 100 percent because the percentage of "3- No Opinion or Not Applicable" responses is not displayed.

Perceptions of the Program

All school psychologists were asked to use two numerical scales to indicate the extent of program emphasis on various psychological activities and to then give their suggestions for emphasis changes. Results contained in Table 6 (the scales used are shown at the bottom) reveal that most of the respondents felt that testing for both learning and behavior problems was a strongly emphasized program component that should be emphasized less.

A general trend was for greater emphasis on consultative activities including teacher, principal and parent conferences, Student Services staff meetings and participation on school guidance and screening committees (the Southwest area group seemed to express the greatest desire for these changes). Northeast area school psychologists indicated that, although gifted testing was strongly emphasized, more emphasis was needed.

Most respondents perceived counseling of students as mildly emphasized with much more emphasis needed. Alternative School psychologists and the Northeast, North Central and Southwest area groups recommended greater emphasis on assisting teachers in developing motivational programs for students.

Almost all groups felt that providing inservice training to faculties was under-emphasized and that providing follow-up psychological services after a case was "closed" warranted considerably more emphasis than was given. A de-emphasis on re-evaluations of previously tested students was suggested by Northeast, North Central, South and Alternative School groups.

Finally, all school psychologists, except those in the Northwest area, felt strongly that they should be allowed to participate more in in-service programs (to develop their own skills) and in psychological programs development.

Satisfaction with Work Environment

School psychologists were asked to indicate the extent of satisfaction/dissatisfaction with various dimensions of their work environments by responding to several questions using a 5-point numerical scale. The results are shown in Table 7.

Salient features requiring improvement included 1) size of caseload, 2) number of schools to serve, 3) availability of suitable office space for writing reports and using the telephone, 4) private office space for testing and conferring, 5) sufficient time for writing reports, 6) meaningful inservice training, 7) opportunities for professional advancement, 8) travel reimbursement, and 9) assistance and support from district and area-level Student Services and exceptional child administrative personnel.

While school psychologists from the different areas were generally in accord with these recommendations, individual differences in response to some items also occurred and were evident in the Northeast area where

TABLE 6

SCHOOL PSYCHOLOGIST MEAN-SCORE PERCEPTIONS
OF CURRENT PROGRAM EMPHASIS
ON VARIOUS PSYCHOLOGICAL ACTIVITIES AND SUGGESTIONS FOR EMPHASIS CHANGE

PSYCHOLOGICAL ACTIVITIES	MEAN SCORES	
	Current Emphasis*	Emphasis Change**
1. Testing - Learning problems.....	2.9	2.4
2. Testing - Behavior problems.....	2.8	2.3
3. Testing - Gifted program.....	2.5	3.0
4. Classroom observations.....	1.4	3.8
5. Teacher conferences.....	1.8	3.9
6. Principal conferences.....	1.9	3.5
7. Parent conferences.....	2.1	3.8
8. Counseling students.....	1.2	4.4
9. In-depth counseling with students.....	1.0	4.1
10. Assisting teachers with writing academic prescriptions.....	1.3	3.7
11. Assisting teachers with curriculum selection.....	1.1	3.6
12. Assisting teachers in developing motivational programs.....	1.4	4.0
13. Providing follow-up services after a case is "closed".....	1.2	4.2
14. Staff meetings with other Student Services personnel.....	1.6	3.6
15. Re-evaluation of previously tested students.....	2.7	2.8
16. Writing psychological reports.....	2.8	3.0
17. Participation on school committees (screening, guidance, etc.).....	2.0	3.8
18. Providing in-service training to faculties.....	1.3	4.1
19. Participating in in-service programs for school psychologists.	1.2	4.4
20. Participating in psychological programs development.....	1.2	4.4

*SCALE 1: CURRENT PROGRAM EMPHASIS

3 - Strongly Emphasized
2 - Moderately Emphasized
1 - Mildly Emphasized

**SCALE 2: SUGGESTED EMPHASIS CHANGE

5 - Much More Emphasis Needed
4 - More Emphasis Needed
3 - No Opinion or Not Applicable
2 - Less Emphasis Needed
1 - Much Less Emphasis Needed

TABLE 7

EXTENT OF SCHOOL PSYCHOLOGIST SATISFACTION
WITH WORK ENVIRONMENT

WORK ENVIRONMENT DIMENSIONS	MEAN	PERCENT	
		SATISFACTORY*	DISSATISFACTORY**
1. Size of case load	3.1	59.0	38.4
2. Number of schools/facilities to service....	3.1	51.3	43.6
3. Level of income	3.4	69.2	30.8
4. Clerical support	3.4	69.2	28.2
5. Availability of suitable office space for writing reports, telephone calls, etc.	2.4	30.8	69.2
6. Availability of suitable private office space for testing, conferring, etc.	2.1	20.5	79.5
7. Availability of sufficient time for writing reports, telephone calls, etc.	2.8	43.6	53.8
8. Amount of reimbursement for travel.....	2.9	47.4	47.4
9. Availability of meaningful inservice training for you	1.7	12.9	87.1
10. Opportunities for professional advancement.	1.7	7.7	82.0
11. Working under a predetermined schedule.....	3.3	56.4	23.0
12. Serving schools on an itinerant basis.....	3.3	56.4	33.3
13. Assistance and support from visiting teachers	3.9	79.5	15.4
14. Assistance and support from speech clinicians.	4.2	94.8	5.2
15. Assistance and support from Area Director of Student Services.....	3.9	69.2	23.0
16 Assistance and support from Area Exceptional Child Director.....	3.4	60.5	31.6
17. Assistance and support from County Director of Student Services.....	3.1	35.1	18.9
18. Assistance and support from County Coordinator of Psychological Services.....	3.0	43.2	37.8
19. Assistance and support from county exceptional child personnel.....	3.1	35.1	27.0
20. Assistance and support from school administrators (principals)	4.2	92.3	5.2
21. Assistance and support from school instructional staff.....	4.0	89.7	5.1
22. Assistance and support from parents.....	3.8	79.5	5.2
23. Assistance and support from counselors	4.3	94.8	2.6

*Satisfactory: 5-Extremely Satisfactory; 4-Somewhat Satisfactory
**Dissatisfactory: 2-Somewhat Dissatisfactory; 1-Extremely Dissatisfactory

Note: Row figures may not total 100 percent because the percent of "3- No Opinion or Not Applicable" responses is not displayed.

working under a pre-determined schedule and serving schools on an itinerant basis were viewed unfavorably; in the South Central area where clerical support was considered unsatisfactory and in the Alternative Schools where psychologists expressed disssatisfaction with support from the clerical staffs, visiting teachers, school administrators and parents.

Perceptions of Support

The data contained in Table 7 in the section just discussed revealed considerable school psychologist satisfaction with support provided by certain personnel. Results contained in Table 8 provide a clearer picture of the nature of support provided by three of those personnel and by area clerical staffs.

In general, assistance and support provided by all rated personnel was perceived favorably across administrative areas. Significant departures from this stance occurred in the North Central, South Central, Southwest and South areas where follow-up services provided by visiting teachers were viewed unfavorably and in Alternative Schools where 1) school and area-level administrative personnel were rated unfavorably, 2)visiting teachers were not seen as supportive of psychological services in general, and 3)clerical personnel were not seen to open cases promptly, display adequate typing skills or type psychological reports promptly.

Recommendations for Improving Performance

School psychologists were asked to consider their own professional assets and liabilities and then make some suggestions for improving their performance by writing them in a prioritized order on the last page of the questionnaire (see School Psychologist Questionnaire item 21). Comments were analyzed and grouped into clusters based upon similarities of content. The first three suggestions made by each school psychologist (if that many were offered) were used to develop the clusters and tallies of responses per clusters were obtained for school psychologists as a group.

Results show that almost 90 percent of all school psychologists made suggestions. Inservice training for such reasons as writing academic prescriptions, learning projective test techniques, obtaining information regarding personality and child development and following standard county procedures was suggested most, followed by utilization of school psychologists in consultant capacities, increasing the number of school psychologists and limiting caseload, improving office space in schools and in area offices and being supervised by a trained school psychologist rather than by school administrators.

TABLE 8

SCHOOL PSYCHOLOGIST PERCEPTIONS OF SUPPORT RECEIVED FROM AREA STUDENT SERVICES DIRECTORS, PRINCIPALS, VISITING TEACHERS AND CLERICAL PERSONNEL

To what extent do:	MEAN	PERCENT FAVORABLE*	PERCENT UNFAVORABLE**
A. Area Student Service Directors:	3.8***	73.4***	18.8***
1. Demonstrate adequate leadership skills	3.8	71.8	20.5
2. Adequately supervise your activities	3.8	68.4	21.1
3. Demonstrate an adequate understanding of your profession	3.6	71.8	23.1
4. Support psychological services in general	4.2	81.6	10.5
B. Principals of your schools:	3.8***	78.6***	11.9***
1. Demonstrate adequate leadership skills	4.0	84.6	2.6
2. Adequately supervise your activities	3.5	56.4	23.1
3. Demonstrate an adequate understanding of your profession	3.6	69.2	20.5
4. Require their teachers and secretaries to follow standard referral procedures	3.9	87.2	10.3
5. Follow standard procedures themselves	4.0	87.1	7.7
6. Support psychological services in general	4.1	87.2	7.7
C. Visiting Teachers:	3.7***	69.8***	16.0***
1. Provide case histories that are meaningful to you	3.6	66.7	20.5
2. Provide case histories promptly	3.9	84.6	7.7
3. Provide adequate follow-up services when you recommend such services	3.4	53.8	30.8
4. Support psychological services in general	3.9	74.4	5.1
D. Area Clerical Personnel:	4.1***	86.8***	6.1***
1. "Open" cases promptly	4.2	89.4	5.3
2. Demonstrate adequate typing skills	4.5	92.1	0
3. Type psychological reports promptly	3.8	79.0	13.0

*Favorable: 5-Always; 4-Usually

**Unfavorable: 2-Seldom; 1-Never

*** Grand means for this category of rated personnel

Note: Row figures may not total 100 percent because the percentage of "3- No Opinion or Not Applicable" responses is not displayed.

Psychological Case Folder Information

The Department of Student Services has devised a set of referral procedures for psychological services that should be followed in order to obtain such services (see document entitled Procedures for Psychological Services, available in the Department of Student Services). School principals reportedly are responsible for following the procedures outlined while Area Staff Directors of Student Services are responsible for arranging for delivery of psychological services once referral procedures have been completed appropriately.

In order to determine the extent to which referral and evaluation procedures for psychological services were being followed and the nature of their temporal characteristics, the psychological case folders of 633 students (about 105 per area) who received psychological services between July, 1975 and June, 1976, were examined (a copy of the information sheet used to gather data is contained in the appendices). Records were checked for teacher observation forms, psychological referral forms, signed parent permission forms, social histories, vision, hearing and speech evaluations and written psychological reports.

Information regarding grade level, reasons for referral, temporal characteristics, and the extent to which relevant documents were in evidence is presented by administrative area in Table 9. Results show that the average student was evaluated while in grade four and that the principal reasons for referral were for initial evaluation for learning problems followed by re-evaluation of exceptional children and initial evaluation for behavior problems. Northeast area percentages reflected a relatively high amount of gifted testing while North Central area figures indicated a high number of re-evaluations of exceptional students. The three southern areas showed no students evaluated for gifted testing (which may have resulted from sampling error).

The median number of days that elapsed from opening to closing of psychological cases was found to be 56 with Southwest area showing the lowest time of 49 days and South Central the highest with 95. It should be pointed out that, in several areas, the date of opening of a case corresponded to the date of testing by the school psychologist and not to the date the referral papers were received in the area office, thereby giving the appearance that a case was processed more expeditiously than it really was.

The average extent of completeness of records was just under 80 percent overall and ranged from a low of 74.3 percent in Northeast area to a high of 89 percent in South Central area. Psychological referral forms, parent permission forms and written psychological reports were very much in evidence. However, teacher observation forms were noticeably absent as were several of the other documents listed.

In order to provide a clearer understanding of the nature of delays in case processing and absences of psychological documents, an analysis of some of the information contained in the last table was performed by reason for referral and is shown in Table 10. Results show that students

TABLE 9

PSYCHOLOGICAL SERVICES CASE FOLDER INFORMATION
BY AREA

INFORMATION / AREAS	ALL AREAS	NORTHEAST	NORTHWEST	NORTH CENTRAL	SOUTH CENTRAL	SOUTHWEST	SOUTH
Reason for Referral (Percent):							
Initial Evaluation - Learning	49.0	43.8	47.1	37.4	55.4	47.7	61.9
Initial Evaluation - Behavior	15.0	10.5	26.0	10.3	7.9	18.7	16.4
Initial Evaluation - Gifted	6.9	20.0	8.7	13.1	0	0	0
Re-Evaluation - Exceptional Child	22.7	17.1	18.2	36.4	29.7	20.6	14.5
Progress Report	3.9	7.6	0	0.9	3.0	9.3	2.7
Early Entrance to School	0	0	0	0	0	0	0
Other	2.5	1.0	0	1.9	4.0	3.7	4.5
Median Days Elapsed from Open to Close of Psychological Case	56.0	53.0	51.0	56.0	95.0	49.0	62.0
Percent of Psychological Records Present in Case Folder or Evidence of Being Done:							
Teacher Observation Form	40.8	24.3	5.9	47.7	60.0	57.0	50.0
Psychological Referral Form	99.8	99.0	100	100	100	100	100
Signed Parent Permission Form	99.8	99.0	100	100	100	100	100
Social History	83.5	77.1	64.1	63.5	99.0	99.1	98.2
Speech and Hearing Evaluation	70.0	62.8	76.9	58.8	86.1	69.4	66.4
Visual Examination	60.8	59.0	77.9	59.8	80.2	40.8	47.3
Written Psychological Report	99.3	99.0	99.0	100	98.0	100	100
Average Percent Complete	79.1	74.3	74.8	75.6	89.0	80.9	80.2

TABLE 10

PSYCHOLOGICAL SERVICES CASE FOLDER INFORMATION
BY REASON FOR REFERRAL

INFORMATION / REASON FOR REFERRAL	INITIAL EVALUATION LEARNING	INITIAL EVALUATION BEHAVIOR	INITIAL EVALUATION GIFTED	RE-EVALUATION EXCEPTIONAL CHILD	PROGRESS REPORT
Median Days Elapsed From Open to Close of Psychological Case	62.0	52.0	35.5	62.0	45.0
Percent of Psychological Records Present in Case Folder or Evidence of Being Done:					
Teacher Observation Form	54.3	47.4	0	29.3	32.0
Psychological Referral Form	99.7	100	100	100	100
Signed Parent Permission Form	100	100	97.7	100	100
Social History	93.6	89.4	0	80.4	92.2
Speech and Hearing Evaluation	79.3	70.5	13.6	73.0	56.0
Visual Examination	69.4	58.9	22.7	61.8	36.0
Written Psychological Report	99.0	98.9	100	100	100
Average Percent Complete	85.0	80.7	47.7	77.7	73.7

being tested for the gifted program were most quickly served while students referred for initial evaluations for learning and for re-evaluation while in exceptional child programs were processed slowest. The data also indicate that documentation for students referred for initial evaluations for learning and behavior problems were more complete than the information for students referred for other reasons. Psychological information for students referred for gifted testing was extremely lacking in that no teacher observation forms or social histories were present (limited speech, hearing and visual examination data were also found).

B. PRINCIPAL RESPONSES

Questionnaires were mailed to all principals in the district (about 250) in order to obtain information regarding the services of school psychologists (a copy of the questionnaire is contained in the appendices). One hundred eighty-nine principals returned questionnaires (a 75 percent response rate). Of those, 73 percent were elementary level and 27 percent were secondary. Although only the responses of the principals as a group have been presented in tabular form, major differences among principals of different grade levels and administrative areas were cited as they occurred.

Caseload Characteristics

Principals were asked to provide information regarding their school psychologists' schedules. Results in Table 11 show that almost all of the principals had a school psychologist assigned to their school and were receiving psychological services on a regular scheduled basis (usually at least once a week).

An effort was made to determine how effectively school psychologists were meeting the caseload demands and needs of their schools. Results shown in Table 12 reveal that the median number of students referred for psychological services between September, 1975 and June, 1976 was 30 and that 80 percent of those cases were "closed" during that time. Additionally, although the average number of school days elapsing from time of referral to reception of written results was found to be 30, 19 percent of the principals said that it took three months or longer (South Central area indicated a median of 60 days). In general the time period was seen to be excessively long by 50 to 75 percent of each group. About 58 percent of the principals said that delays in "turnaround time" were presenting problems and 41 percent felt that the school psychologist was not able to adequately handle the number of referrals from their schools.

The principals were asked to state what kinds of problems were occurring and what could be done to remedy the situation brought about by delays in receiving reports. Fifty-six percent of the principals wrote comments and the recommendation given most often was to increase the number of psychologists currently serving schools followed next by a recommendation for more typists and increased area clerical assistance.

When the principals were asked to give their written opinions as to what could be done to remedy the fact that school psychologists were not able to adequately handle the number of referrals from their schools, most said that more psychologists were needed and that more time at each school was required. (Principals of special education centers said they needed full-time school psychologists to service their facilities). Differentiated staffing was frequently implied in that principals felt that some psychologists should be used only for diagnosis and testing while others should be used in a more consultative capacity.

TABLE 11

PRINCIPAL RESPONSES REGARDING THE NATURE

OF SCHOOL PSYCHOLOGIST SCHEDULES

		PERCENT
Is a school psychologist currently assigned to your school/facility ?	Yes	97.3
	No	2.7
Are you now receiving services from a school psychologist ?	Yes	99.5
	No	0.5
Is he/she supposed to visit your school on a scheduled basis?	Yes	98.9
	No	1.1
	I don't know	0
Does he/she adhere to that schedule ?	Always	55.3
	Usually	42.6
	Not Applicable	1.6
	Seldom	0.5
	Never	0
Frequency of visits	Every day	2.1
	About twice a week	10.7
	About once a week	84.6
	Once every 2 weeks	2.1
	About once a month	0
	Less than once a month	0.5
	Never	0

TABLE 12

PRINCIPAL RESPONSES REGARDING NUMBER OF STUDENTS REFERRED FOR PSYCHOLOGICAL SERVICES, NUMBER SERVED AND THE TIME IT TAKES TO RECEIVE WRITTEN RESULTS

		MEDIAN	PERCENT
Students referred for psychological services by principals from September, 1975 to June, 1976.	Students referred	30.0	--
	Cases "closed" during that time	24.0	80.0
School days elapsing from time of referral to reception of written results.	Average days	30.0*	--
Is the time period excessively long?	Yes	--	70.0
	No	--	30.0
Does it present serious problems to principal, students or school?	Yes	--	66.5
	No	--	33.5
Is your school psychologist adequately able to handle the number of referrals from your school?	Yes	--	58.6
	No	--	41.4

*Nineteen percent of the principals indicated that it took three months (66 school days) or more to receive written results.

Principals were asked if the pre-referral activities of speech and hearing clinicians (obtaining speech and hearing evaluations) and visiting teachers (obtaining social histories) were occurring at a rate that did not delay referral procedures for psychological services. Findings shown in Table 13 reveal that such activities were not resulting in undue delays.

Perceptions of Services

Tables 14, 15 and 16 contain principal perceptions of school psychologist services, skills and time involved in various professional activities. In general, the principals felt that many psychological services were needed and helpful but not quickly obtainable. Such services included testing and diagnosis for learning difficulties, behavior problems and giftedness, re-evaluation of previously tested students, placement of students in special programs, classroom observation of students and follow-up of students after recommmendations. Principals favored somewhat less of an emphasis on individual diagnostic testing and more emphasis on counseling with students (activities classified as "other" were occasionally rated by principals but were not described on the questionnaires). Finally, although the principals rated most school psychologist skills quite favorably, they indicated general unfamiliarity with those involving the use of behavior modification principles, individual and group counseling, writing behavioral and academic prescriptions, selecting curricula, understanding the needs of Black and Hispanic students and directing in-service workshops for teachers.

Principals were asked to provide information regarding the nature and usefulness of written psychological reports and the results are contained in Table 17. As can be seen, highly favorable responses were given to items concerning completeness, understandability and usefulness of the reports. However, a rather high percentage of respondents in each group indicated that undue delays in abailability of the reports were ocurring (the lowest unfavorable response to item 6 was 13.3 percent given by the North Central area group while the highest was 42.9 percent from Northwest area).

Principals were asked to rank ten school personnel in terms of relative importance to effective school functioning. The rankings given to school psychologists were obtained, averaged and compared to an average of the rankings given to the rest of the personnel. Results shown in Table 18 reveal that school psychologists received more favorable rankings than the average of the others (they ranked second overall).

Perceptions of Support

Principals were asked to rate their Area Staff Directors of Student Services (who are responsible for supervising school psychologists) in terms of support they provided to the principals. Results presented in Table 19 show that although the response was generally favorable overall, almost fifteen percent of the principals said that the directors had not adequately explained Student Services policies and procedures. Additionally, a question was raised as to the extent to which the directors were working effectively with Area Exceptional Child Program

TABLE 13

PRINCIPAL RESPONSES REGARDING

PRE-REFERRAL PROCEDURES

	PERCENT	
	YES	NO
Does the speech and hearing clinician assigned to your school provide, in an acceptable length of time, completed speech and hearing evaluations for students who are being referred for psychological evaluation?	95.7	4.3
Does the visiting teacher assigned to your school provide, in an acceptable length of time, completed social case histories for students who are being referred for a psychological evaluation?	94.1	5.9

TABLE 14

PRINCIPAL MEAN SCORE* PERCEPTIONS OF SERVICES
PROVIDED BY SCHOOL PSYCHOLOGISTS

SCHOOL PSYCHOLOGIST SERVICES	MEAN SCORES				
	NEEDED	OFFERED TO YOU	QUICKLY OBTAINABLE	USED BY YOU	HELPFUL
1. Testing and diagnosis/learning problems	4.8	4.6	3.6	4.8	4.7
2. Testing and diagnosis/behavior problems	4.7	4.4	3.5	4.5	4.6
3. Testing and diagnosis/gifted students	4.1	4.4	3.7	4.2	4.2
4. Interpretation of test results	4.3	4.2	3.9	4.3	4.3
5. Classroom observation of students	4.0	3.5	3.4	3.6	4.0
6. Conferring with teachers	4.5	4.1	3.8	4.1	4.4
7. Conferring with principal	4.5	4.4	4.3	4.4	4.5
8. Conferring with parents	4.6	4.4	4.0	4.3	4.5
9. Participation on school guidance/screening committees	4.2	4.0	3.9	4.0	4.2
10. Individual counseling	3.9	2.7	2.6	2.9	3.5
11. Group counseling	3.2	2.1	2.1	2.2	2.8
12. In-depth counseling	3.2	1.9	1.9	2.1	2.9
13. Assisting teachers with writing prescriptions	3.2	2.2	2.3	2.4	2.9
14. Assisting teachers with curriculum selection	3.1	2.2	2.3	2.4	2.8
15. Following-up students after recommendations	4.2	3.3	3.1	3.5	3.8
16. Assistance in developing student motivational programs	3.6	2.6	2.6	2.8	3.1
17. Re-evaluation of previously tested students	4.5	4.4	3.8	4.4	4.5
18. Placement of students in special programs	4.7	4.4	3.5	4.5	4.6
19. Faculty in-service: behavior management techniques	3.6	2.6	2.5	2.5	3.1
20. Faculty in-service: identifying deviant students	3.5	2.5	2.5	2.5	3.2
21. Faculty in-service: measurement and evaluation	3.1	2.2	2.3	2.2	2.7
22. Psychological services for Spanish-speaking students	3.7	3.8	3.3	3.7	3.9
23. Overall means	3.9	3.4	3.1	3.4	3.9

*Numerical scale used:

5- Almost Always/Extremely
4- Moderately/Usually
3- No Opinion or Not Applicable
2- Seldom
1- Almost Never

TABLE 15

PRINCIPAL PERCEPTIONS OF THE PERCENT OF TIME

SCHOOL PSYCHOLOGISTS ARE INVOLVED IN VARIOUS ACTIVITIES

PSYCHOLOGICAL SERVICES	PERCENT*	
	MEDIAN TIME INVOLVED	MEDIAN TIME SHOULD BE INVOLVED
1. Individual diagnostic testing.....	72.0	60.0
2. Consultation (teacher, parent, principal, committee).....	20.0	20.0
3. Counseling with students.....	5.0	10.0
4. Faculty in-service training.....	5.0	5.0
5. Other.....	10.0	5.0

*Figures in column one total more than 100 percent due to rounding error

TABLE 16

PRINCIPAL PERCEPTIONS OF SKILLS DISPLAYED BY

SCHOOL PSYCHOLOGISTS

SKILLS	MEAN	PERCENT	
		FAVORABLE*	UNFAVORABLE**
1. Administration and interpretation of psychological tests	4.7	96.6	1.1
2. Diagnosing learning disabilities	4.6	96.1	1.7
3. Diagnosing emotional disturbances	4.5	94.4	2.2
4. Diagnosing mental retardation	4.6	95.0	1.1
5. Diagnosing giftedness	4.5	91.0	1.1
6. Applying behavior modification principles to school problems	3.7	64.6	8.6
7. Individual counseling skills	3.6	52.0	6.9
8. Group counseling skills	3.2	23.7	8.9
9. Writing behavorial prescriptions	3.5	47.7	8.9
10. Writing academic prescriptions	3.5	46.0	9.3
11. Curriculum selection	3.3	35.5	9.9
12. Understanding the needs of exceptional students	4.4	92.7	2.9
13. Understanding the needs of Hispanic students	3.9	61.0	4.1
14. Understanding the needs of Black, Non-Hispanic students	3.9	70.9	3.4
15. Writing relevant psychological reports	4.5	94 9	1.7
16. Directing in-service workshops for teachers	3.2	26.0	10.2
17. Relating effectively to your faculty	4.2	83.1	3.4
18. Relating effectively to parents	4.1	81.4	6.8
19. Relating effectively to your students	4.3	89.9	2.8
20. Adhering to a predetermined schedule	4.4	91.0	6.7

*Favorable: 5 - Considerable Strength; 4 - Moderate Strength

**Unfavorable: 2 - Moderate Weakness; 1 - Considerable Weakness

Note: Row figures may not total 100 percent because the percentage of "3- No Opinion or Not Applicable" responses is not displayed.

TABLE 17

PRINCIPAL RESPONSES REGARDING THE NATURE,
QUALITY AND USEFULNESS OF WRITTEN PSYCHOLOGICAL REPORTS

		PERCENT	
	Mean	Favorable*	Unfavorable**
Are written psychological reports:			
1. Sent to you for your records?...	4.9	100	0
2. Sufficiently complete (contain findings and recommendations)?..	4.7	100	0
3. Written in such a way as to be readily understood by you?.....	4.6	100	0
4. Readily understood by your teachers?	4.3	97.3	1.0
5. Realistic in terms of suggested recommendations to your faculty?	4.1	93.5	4.3
6. Made available to you without undue delay?.....	3.6	69.8	28.5

*Favorable: 5- Almost Always; 4- Usually

**Unfavorable: 2- Seldom; 1- Almost Never

Note: Row figures may not total 100 percent because the percentage of "3- No Opinion or Not Applicable" responses is not displayed.

TABLE 18

PRINCIPAL RANK-ORDER COMPARISONS OF SERVICES
OF SCHOOL PSYCHOLOGISTS WITH THOSE OF "OTHER SCHOOL PERSONNEL"*
IN TERMS OF RELATIVE IMPORTANCE TO EFFECTIVE SCHOOL FUNCTIONING

	MEAN RANKINGS**
School Psychologists	3.3
"Other School Personnel"	4.4

*"Other school personnel" included: Music teacher, guidance counselor, substance abuse/human relations specialist, speech therapist, art teacher, occupational/placement/career education specialist, SCSI director, student activities director and visiting teacher.

** Principals were asked to rank school personnel by assigning a "1" to the most important, a "2" to the next most important, a "3" to the next, and so on. Consequently, personnel receiving low numerical rankings were viewed more favorably than those receiving high numerical rankings.

TABLE 19

PRINCIPAL PERCEPTIONS OF SUPPORT
RECEIVED FROM AREA STUDENT SERVICES DIRECTOR

AREA DIRECTOR OF STUDENT SERVICES	MEAN	PERCENT	
		FAVORABLE*	UNFAVORABLE**
1. Has adequately explained Student Services policies and procedures (to principal)	3.8	80.5	14.6
2. Adequately supervises school psychologists	3.8	73.1	6.0
3. Adequately supervises visiting teachers	3.8	73.8	5.4
4. Is making an adequate effort to meet school's needs	3.9	84.5	8.5
5. Seems to work effectively with the Area Exceptional Child Program Director	3.6	62.9	10.2

*Favorable: 5- Strongly Agree; 4- Agree

**Unfavorable: 2- Disagree; 1- Strongly Disagree

Note: Row figures may not total 100 percent because the percentage of "3- No Opinion or Not Applicable" responses is not displayed.

Suggested Uses for School Psychologists

All principals were asked to write suggestions as to how school psychologists could best be used. Seventy-seven percent responded and the most frequently given suggestion was for diagnostic testing followed by consultation with teachers for purposes of classroom observation and screening of problem students. Inservice training for teachers was ranked third followed by provision of individual and group counseling services.

C. TEACHER RESPONSES

Questionnaires were mailed to 300 elementary and 300 secondary regular class teachers and 210 elementary and 215 secondary exceptional child teachers (about 10 percent of Dade's teacher population) in order to obtain their perceptions of school psychologists and the services they provide (a copy of the questionnaire is contained in the appendices). Thirty-five percent of the regular class teachers and 45 percent of the exceptional child teachers sampled responded to the questionnaire and responses were analyzed and presented seperately for both groups. Work location, grade level, highest degree currently held and years of teaching experience for each group are shown in the appendices.

Teacher-School Psychologist Interactions

An effort was made to determine the extent to which teachers were familar with, and used, the services of their school psychologist. Results in Table 20 indicate that over 93 percent of the exceptional child teachers knew the name of their school psychologist compared to less than two-thirds of the regular class teachers. Both groups had reason to, and actually did, request psychological services and almost all who did received them. However, 32 percent of all regular class teachers sampled indicated that they never received such services, a figure 20 percent higher than the one for exceptional child teachers. It therefore should be kept in mind that almost a third of the regular class teachers who rated school psychological services did so never having received those services.

Results in the same table show that most school psychologists visited their schools once a week. An interesting finding was that 40 percent of the regular class teachers and 15 percent of the exceptional child group did not seem to be aware of the school psychologist's schedule and indicated "Don't Know".

Perceptions of Services

All teachers were asked to use a 5-point numerical scale to rate 22 school psychologist services in terms of the extent to which each was needed, offered, quickly obtainable, utilized and helpful. Data presented in Table 21 show means for each category and overall means in the bottom row. (The higher the score, the more favorable the response).

Findings show that both groups regarded many services as needed but not always offered or quickly obtainable as reflected in items pertaining to testing and diagnosis of learning and behavior problems, conferring with teachers and parents, individual counseling, follow-up of students after testing and placement of students in special programs. Services described by the exceptional child teacher group as needed but not offered or quickly obtainable included interpretation of test results, participation of school psychologists on school guidance/screening committees and re-evaluation of previously tested students.

TABLE 20

TEACHER INTERACTIONS WITH SCHOOL PSYCHOLOGISTS

	REGULAR CLASS TEACHERS		EXCEPTIONAL CHILD TEACHERS	
	PERCENT		PERCENT	
	YES	NO	YES	NO
Knows school psychologist's name . .	62.4	37.6	93.1	6.9
Ever had reason to request services.	77.1	22.9	92.6	7.4
Actually requested services	73.0	27.0	91.2	8.8
Ever received services	67.7	32.3	87.4	12.6
Frequency of visits to school:				
Every Day	0	--	4.2	--
About Twice a Week	10.1	--	20.1	--
Once a Week	39.6	--	50.8	--
Once Every Two Weeks	7.7	--	4.8	--
About Once a Month	2.4	--	3.2	--
Less Than Once a Month	0	--	1.1	--
Never.	0	--	0	--
Don't Know	40.1	--	15.9	--

TABLE 21

TEACHER MEAN-SCORE* PERCEPTIONS

OF SERVICES PROVIDED BY SCHOOL PSYCHOLOGISTS

SCHOOL PSYCHOLOGIST SERVICES	REGULAR CLASS TEACHERS					EXCEPTIONAL CHILD TEACHERS				
	NEEDED	OFFERED TO YOU	QUICKLY OBTAINABLE	USED BY YOU	HELPFUL	NEEDED	OFFERED TO YOU	QUICKLY OBTAINABLE	USED BY YOU	HELPFUL
1. Testing and diagnosis/learning problems	4.1	3.4	2.8	3.3	3.8	4.5	3.8	3.0	4.2	4.1
2. Testing and diagnosis/behavior problems	4.1	3.2	2.7	3.2	3.6	4.3	3.4	2.8	3.8	3.9
3. Testing and diagnosis/gifted students	3.3	3.0	2.8	2.7	3.3	3.2	3.0	2.8	2.9	3.0
4. Interpretation of test results	3.6	3.1	3.0	3.3	3.6	4.1	3.3	3.0	3.9	3.9
5. Classroom observation of students	3.3	2.4	2.5	2.7	3.2	3.5	2.3	2.3	2.8	3.4
6. Conferring with teachers	3.8	3.1	3.0	3.1	3.6	4.2	3.1	3.1	3.5	3.9
7. Conferring with principal	3.5	3.3	3.3	3.1	3.4	3.7	3.4	3.4	3.3	3.4
8. Conferring with parents	3.8	3.2	3.1	3.3	3.6	4.1	3.1	3.0	3.3	3.8
9. Participation on school guidance/screening committees	3.5	2.9	2.9	2.9	3.4	3.9	3.0	3.0	3.1	3.4
10. Individual counseling	3.8	2.6	2.7	2.7	3.3	3.9	2.4	2.4	2.7	3.4
11. Group counseling	3.3	2.4	2.4	2.4	2.9	3.4	2.1	2.2	2.3	3.0
12. In-depth counseling	3.5	2.0	2.1	2.2	2.9	3.7	2.0	2.1	2.3	3.0
13. Assisting teachers with writing prescriptions	3.2	2.0	2.1	2.2	2.8	3.4	1.9	2.0	2.3	3.0
14. Assisting teachers with curriculum selection	2.8	2.0	2.0	2.2	2.6	3.1	2.0	2.2	2.4	2.9
15. Following-up students after recommendations	3.8	2.5	2.4	2.7	3.2	3.9	2.3	2.3	2.9	3.4
16. Assistance in developing student motivational programs	3.4	1.9	2.1	2.3	3.0	3.5	2.1	2.2	2.5	3.2
17. Re-evaluation of previously tested students	3.7	2.7	2.6	2.8	3.3	4.4	3.7	3.0	4.0	4.1
18. Placement of students in special programs	4.2	3.2	2.6	3.1	3.8	4.4	3.8	2.9	3.9	3.9
19. Faculty in-service: behavior management techniques	3.5	2.0	2.1	2.3	3.0	3.7	2.0	2.2	2.7	3.1
20. Faculty in-service: identifying deviant students	3.4	2.0	2.1	2.3	3.0	3.6	2.0	2.1	2.6	3.1
21. Faculty in-service: measurement and evaluation	3.3	1.9	2.0	2.2	2.9	3.6	2.0	2.1	2.6	3.1
22. Psychological services for Spanish-speaking students	3.6	2.7	2.6	2.7	3.2	3.6	2.9	2.8	2.9	3.3
23. Overall mean	3.5	2.6	2.5	2.7	3.2	3.8	2.7	2.5	3.0	3.4

*Numerical scale used:

5- Almost Always/Extremely
4- Moderately/Usually
3- No Opinion or Not Applicable
2- Seldom
1- Almost Never

All teachers were asked to rank-order ten different school personnel in terms of relative importance to effective school functioning. The mean ranking for school psychologists was then obtained and compared to an average of the means of the other nine personnel. The results, presented in Table 22, indicate that both groups rated school psychologists rather well(regular class teachers ranked them number two overall and exceptional child teachers ranked them first).

The teachers were asked to indicate the length of time it took to refer a student for psychological services and receive a written psychological report containing evaluation results and recommendations. Results in Table 23 show that the average time it took for regular class and exceptional child teachers to receive such information was roughly four months and three months, respectively. (It should be noted that more than half of the first group and a third of the second group indicated that they did not know how long it took).

All teachers were asked to use a 5-point scale to indicate the extent to which psychological findings and recommendations were available, complete, relevant and useful to teachers. Results contained in Table 24 show that such data were quite available to both teacher groups and that they were generally complete and relevant. However, 20 to 25 percent of both groups indicated that the information was "Seldom" or "Almost Never" useful to teachers.

Exceptional Child Teacher Responses Regarding Psychological Evaluations

All exceptional child teachers were asked to provide information regarding the number of their students who are eligible for psychological re-evaluation and the length of time it usually takes to achieve this. Results in Table 25 show that about three students per class are eligible and have been referred for re-evaluation and that it usually takes an average of two months to get the students tested (more than 20 percent said it took six months or longer). Almost half of the teachers indicated that the length of time it took posed problems.

TABLE 22

TEACHER RANK-ORDER COMPARISONS
OF SERVICES OF SCHOOL PSYCHOLOGISTS WITH THOSE OF "OTHER SCHOOL PERSONNEL"*
IN TERMS OF RELATIVE IMPORTANCE TO EFFECTIVE SCHOOL FUNCTIONING

	MEAN SCORES**	
	REGULAR CLASS TEACHERS	EXCEPTIONAL CHILD TEACHERS
School Psychologists	3.4	2.5
"Other School Personnel"	4.6	4.6

*"Other School Personnel" included: Music teacher, guidance counselor, substance abuse/human relations specialist, speech therapist, art teacher, occupational/placement/career education specialist, SCSI director, student activities director and visiting teacher.

** Teachers were asked to rank school personnel by assigning a "1" to the most important, a "2" to the next most important, a "3" to the next, and so on. Consequently, personnel receiving low numerical rankings were viewed more favorably than those receiving high numerical rankings.

TABLE 23

TEACHER RESPONSES REGARDING TIME

ELAPSING FROM REFERRAL OF STUDENTS FOR

PSYCHOLOGICAL EVALUATIONS TO RECEIPT OF WRITTEN PSYCHOLOGICAL REPORT

	REGULAR CLASS TEACHERS	EXCEPTIONAL CHILD TEACHERS
Median number of school days elapsing	88*	62.5**

*54.9 percent said they did not know.
**34.5 percent said they did not know.

TABLE 24

TEACHER RESPONSES REGARDING

NATURE OF FINDINGS AND RECOMMENDATIONS

NATURE OF FINDINGS AND RECOMMENDATIONS	REGULAR CLASS TEACHERS			EXCEPTIONAL CHILD TEACHERS		
	MEAN	PERCENT FAVORABLE*	PERCENT UNFAVORABLE**	MEAN	PERCENT FAVORABLE*	PERCENT UNFAVORABLE**
Available	4.2	86.4	7.2	4.6	96.4	3.6
Complete	4.1	78.2	5.4	3.9	83.0	15.1
Relevant	3.8	72.3	16.6	3.9	83.0	16.0
Useful to Teachers	3.5	64.8	25.2	3.9	76.4	20.5

*Favorable: 5 - Almost Always; 4 - Usually

**Unfavorable: 2- Seldom; 1 - Almost Never

Note: Row figures may not total 100 percent because the percentage of "3- No Opinion or Not Applicable" responses is not displayed.

TABLE 25

EXCEPTIONAL CHILD TEACHER RESPONSES REGARDING
PSYCHOLOGICAL EVALUATIONS AND RE-EVALUATIONS OF THEIR STUDENTS

	TEACHER RESPONSES	
	MEDIAN	PERCENT
1. Students currently on roster.	15	--
a. Of these, what number have been given a psychological evaluation?	15	100
b. Of those given a psychological evaluation how many occurred	5	33.3
1) Not more than 1 year ago		
2) More than 1 but less than 2 . . .	5	33.3
3) More than 2 but less than 3 . . .	3	20.0
4) More than 3 years ago	2	13.4
2. Students <u>eligible</u> for psychological re-evaluation	3	--
a. Of these, what number have been <u>referred</u> for a re-evaluation?	3	100
3. Time it takes to get a student re-evaluated after the referral has been made:	--	
a. About 2 weeks		9.2
b. About 1 month	--	22.2
c. About 2 months	--	19.6
d. About 3 months.	--	17.0
e. About 4 months.	--	4.6
f. About 5 months.	--	5.9
g. Between 6 - 9 months.	--	15.7
h. Longer than 9 months.	--	5.9
i. Average time	"about 2 months"	--
4. Does length of time pose a problem:		
a. Yes	--	49.1
b. No	--	40.6
c. Not applicable	--	10.3

EVALUATION OF VISITING TEACHER SERVICES

A. VISITING TEACHER RESPONSES

Questionnaires were mailed to all area visiting teachers (v.t.'s) in the district (96). A copy of the questionnaire appears in the appendices. Although responses were analyzed for visiting teachers as a group, by grade level and by administrative area, only the responses of visiting teachers as a group have been presented in tabular form in order to facilitate clarity and readability. Major discrepancies in responding among visiting teachers of different grade levels and/or administrative areas, although not presented in tables, were noted in the report as they occurred. Fifty-five of the district's 96 area visiting teachers responded to the questionnaire (a 57 percent rate of return).

Personal and Professional Characteristics

Personal and professional characteristics of visiting teachers are presented in Table 26. Although just over half are shown to be female, it was found that elementary visiting teachers were over three-fourths female and that secondary visiting teachers were two-thirds male. Ethnic origin was fairly predictable although no Black, Non-Hispanic visiting teachers were evident in the South Central area respondent group nor did any Hispanic visiting teachers respond from the South area. Over 25 percent of the respondents spoke Spanish fluently (at least one visiting teacher from each area and grade level). Eighty-five percent had Masters or Doctors degrees although few held degrees that were clearly in the area of social work. Although about 90 percent held permanent certification in their field, three (or 5.5 percent) indicated no certification (two were in North Central area and one was in Southwest area). Averages of eight and one-half years of visiting teacher experience and eight years of classroom teaching experience were also found.

Nature of Professional Services and Activities

Visiting teacher caseload characteristics are presented in Table 27. Results show that visiting teachers served an average of three facilities each and that 40 percent served either only elementary schools or both elementary and secondary schools with a small percentage serving only secondary schools (no v.t.'s serving only secondary schools were found in the South Central area respondent group).

Although each visiting teacher was seen to be responsible for serving an average population of 2714 students, those serving only elementary schools were responsible for about 2085 while those serving only secondary schools each served an average of 4000 pupils. Visiting teachers in the South Central and Southwest areas indicated the student population per visiting teacher averaged 4575 and 4264, respectively.

Visiting teachers traveled an average of 120 miles per week which involved five hours of travel time. Secondary visiting teachers traveled about 157 miles per week and used just over seven hours of travel time while elementary visiting teachers traveled 98 miles per week in five

TABLE 26

CHARACTERISTICS OF VISITING TEACHERS WHO RESPONDED TO THE QUESTIONNAIRE

CHARACTERISTICS	N	PERCENT
Sex: Male	26	47.3
Female	29	52.7
Ethnic Origin:		
White, Non-Hispanic	34	61.8
Black, Non-Hispanic	11	20.0
Hispanic	10	18.2
American Indian/Alaska Native	0	0
Asian/Pacific Islander	0	0
Speak Fluent Spanish:	15	27.3
Work Location:		
Northeast Area	8	14.5
Northwest Area	10	18.2
North Central Area	11	20.0
South Central Area	5	9.1
Southwest Area	9	16.4
South Area	12	21.8
Highest Degree Currently Held:		
Bachelor	7	12.7
Master	45	81.8
Doctor	2	3.6
Degrees Clearly in Social Work:		
Bachelor	9	16.4
Master	9	18.7
Doctor	0	0
Current State Certification as a Visiting Teacher:		
Permanent	50	90.9
Temporary	2	3.6
None	3	5.5
Total Number of Years:	Mean	SD
As a Visiting Teacher:	8.5	4.6
Of Classroom Teaching Experience:	8.0	5.2

TABLE 27

VISITING TEACHER CASELOAD CHARACTERISTICS

		PERCENT	MEDIAN
Facilities Served	1	3.6	--
	2	21.8	--
	3	47.3	--
	4	16.4	--
	5	5.5	--
	6	1.8	--
	7	0	--
	8 or More	0	--
	Average Number	--	3.0
Grade Level Served	Only Elementary	43.6	--
	Only Secondary	16.4	--
	Elementary and Secondary	40.0	--
Students Served	Average Number	--	2714
Data Obtained for 5 Consecutive Working Days	Total Miles Traveled	--	120
	Travel Time (Hours)	--	5
	New Cases Received	--	25.0
	Reports Written or Dictated	--	10.0
	Cases "Staffed"	--	2.0
Status of "Active" or "Opened" Cases	Not Yet Receiving Services	--	2.0
	Process of Receiving Services	--	5.0

hours. Area comparisons are quite dissimilar with Northwest area visiting teachers averaging 70 minutes per week to travel 90 miles (this figure seems to be quite discrepant since to travel 90 miles in 70 minutes requires a speed of about 80 miles per hour) compared to North Central and South area visiting teacher figures of 125 miles in just over nine hours and 146 miles in five hours, respectively.

Visiting teachers reported that they received an average of 25 new cases per week with secondary visiting teachers receiving considerably more than their elementary counterparts. South Central area visiting teachers reported the highest number of new cases received in one week (average of 43) while the Northeast area had the lowest (average of 19.5). The average number of reports written or dictated per week was ten while the average number of cases staffed per week was two (Northeast area staffed the highest number, six, while the median score for the Southwest area was 0). Finally, although most visiting teachers reported that almost all of their "open" cases were in the process of being served, five out of eleven secondary students were found to be awaiting such services in comparison to only one out of ten elementary students.

Each visiting teacher was asked to keep records of his or her activities for five consecutive days. Results shown in Table 28 indicate the extent of visiting teacher involvement in such activities during a typical work week.

Results show that the typical visiting teacher made about 33 home visits per week and was able to actually make contact about 75 percent of the time (secondary v.t.'s made considerably more home visits than their elementary counterparts). About 90 percent of the visits were for non-attendance and truancy on the secondary level while about 40 percent of the elementary visiting teacher visits were for obtaining social histories for psychological evaluations.

Although an overall comparison of two principal reasons for home visits (for attendance and to obtain social histories for psychological evaluations) showed that visiting teachers performed the former at a rate of about four to one in comparison to the latter, separate analyses for elementary and secondary visiting teachers showed ratios of about two to one and six to one, respectively. An area analysis showed that Northeast and Southwest area visiting teachers had greater proportions of home visits to obtain social histories in comparison to visiting teachers in other areas.

The average visiting teacher obtained about five social histories per week and also "wrote up" almost as many (secondary v.t.'s averaged about 2.7 obtained and 2.3 written up). Telephone conversations with parents averaged 12.5 per week (South Central area showed 21.3) while phone conversations with community agencies averaged 3.0 for the same period. Court appearances were so few that a mean of 0.0 was derived for all visiting teachers. Visits to community agencies were also negligible. Visiting teachers saw about ten students per week for individual counseling and almost as many parents for the same reason (South Central v.t.'s saw an average of 25 parents for counseling while Southwest area v.t.'s averaged 3.8 per week).

Follow-up of recommendations made by school psychologists averaged 2.3 per week with the South Central area having the highest number (7.0) and the Northeast area the lowest (0.7). Further analysis revealed that

TABLE 28

EXTENT OF VISITING TEACHER INVOLVEMENT IN VARIOUS PROFESSIONAL ACTIVITIES FOR FIVE CONSECUTIVE WORKING DAYS

ACTIVITIES		NUMBER PERFORMED PER WEEK	
		M	SD
1. Home visitation:	a. contact made . . .	25.9	15.5
	b. no one home	7.6	5.4
	c. for non-attendance, truancy	19.1	16.0
	d. to obtain social history for a psychological evaluation	5.5	3.7
2. Social histories:	a. obtained	5.0	3.7
	b. written up	4.6	3.4
3. Phone conversation with:	a. parent	12.5	9.0
	b. community agency .	3.0	3.1
4. Court appearances		0.0	0.2
5. Visit a community agency.		0.9	1.2
6. One-to-one counseling of a student . . .		10.6	9.3
7. One-to-one counseling of a parent		9.0	12.7
8. Follow-up of recommendations in psychological evaluation		2.3	4.5
		PERCENT OF TIME PER WEEK	
		M	SD
9. Staffings		7.3	6.0
10. Travel		16.7	9.9
11. Home visits		42.5	16.1
12. Report preparation		18.7	12.7
13. Court or agency contact		5.7	5.9

elementary visiting teachers performed 50 percent more follow-ups than did their secondary counterparts.

An analysis of the time per week that visiting teachers performed various activities showed that home visits accounted for just over 40 percent of the time, followed by travel and report preparation and then by staffings and court or agency contact. No gross differences were observed among grade levels or area groups.

An effort was made to determine the average time involved in providing different kinds of visiting teacher services. Results presented in Table 29 show that court appearances required the most time (a median of 3 - 4 hours per case), while investigating excessive absences or tardiness, determining tuition exemption, checking birth certificates and verifying addresses required the least (a median of less than one hour per case). Working on cases involving inadequate clothing, supplies or free lunches usually took 1 - 2 hours per case. These findings were seen to be similar across grade levels and area groups. However, while the median required for visiting teachers to obtain and submit social histories for psychological evaluations was seen to be 1 - 2 hours per case, differences were noted by school level and by area in that elementary visiting teachers needed a median time of 2 - 3 hours while visiting teachers in the Northeast and Southwest areas needed 3 - 4 hours per case.

Satisfaction with Work Environment

All visiting teachers were asked to indicate the extent of satisfaction/dissatisfaction with various dimensions of their work environments by responding to several questions using a 5-point numerical scale with alternatives ranging from 5-Extremely Satisfactory to 1-Extremely Dissatisfactory. Results are shown in Table 30. Percent Satisfactory and Dissatisfactory were derived by combining all five-and-four responses and two-and-one responses (see asterisks in Table).

Areas especially in need of improvement included 1) level of income, 2) availability of suitable office space for writing reports and using the telephone, 3) private office space for counseling and conferring, 4) sufficient time for writing reports, 5) travel re-imbursement, 6) meaningful inservice training, 7) opportunities for professional advancement, and 8) assistance and support from community agencies.

While visiting teachers from the different areas generally occurred with these recommendations, individual differences in response to some items also occurred and were evident in the Northeast area where dissatisfaction with school instructional staffs was indicated, in the North Central area where parent support was viewed unfavorably and in the Southwest area where working on an itnerant basis received an unfavorable response.

Perceptions of Support

Data contained in Table 31 show a generally favorable tesponse to assistance and support provided to visiting teachers by Area Student Services Directors, principals and school psychologists. Salient points of departure from this finding were that elementary principals were not providing adequate clerical support and secondary principals, teachers and secretarial/clerical staffs were not following standard referral procedures.

TABLE 29

VISITING TEACHER RESPONSES REGARDING THE TIME REQUIRED TO ADEQUATELY SERVICE VARIOUS CASES

TYPES OF CASES	TIME: MEDIAN	PERCENT: Less than 1 hr	1 - 2 hrs.	2 - 3 hrs.	3 - 4 hrs.	4 - 5 hrs.	5 - 10 hrs.	More than 10 hrs.
1. Obtain and submit a social history for a psychological evaluation.	2.0	12.7	49.1	14.5	23.6	0	0	0
2. Excessive absences or tardiness.	1.0	60.0	29.1	0	1.8	5.5	0	1.8
3. Inadequate clothing supplies or lunches.	2.0	40.0	32.7	10.9	5.5	0	5.5	0
4. Tuition exemption	1.0	83.7	3.6	0	0	0	0	0
5. Check of birth certificate.	1.0	80.0	10.9	1.8	0	0	0	0
6. Verify address.	1.0	72.7	21.8	1.8	0	0	0	0
7. Court appearance.	4.0	3.6	7.3	20.0	32.7	16.4	1.8	3.6

TABLE 30

EXTENT OF VISITING TEACHER SATISFACTION WITH WORK ENVIRONMENT

WORK ENVIRONMENT DIMENSIONS	MEAN	PERCENT	
		SATISFACTORY*	DISSATISFACTORY**
1. Size of case load	3.6	74.5	20.0
2. Number of schools to service .	3.8	69.1	27.3
3. Level of income.	2.8	47.2	45.5
4. Clerical support	3.8	74.5	25.5
5. Availability of suitable office space for writing reports, telephone calls, etc.	2.6	38.2	61.8
6. Availability of suitable private office space for counseling and conferring.	2.3	30.9	69.0
7. Availability of sufficient time for writing reports, telephone calls, etc.	3.2	60.0	40.0
8. Amount of reimbursement for travel	2.3	30.9	63.7
9. Availability of meaningful inservice training for you .	3.0	52.8	38.1
10. Opportunities for professional advancement	2.6	32.7	47.3
11. Working under a predetermined schedule	3.7	70.9	10.9
12. Serving schools on an itinerant basis	3.9	76.4	14.5
13. Assistance and support from school psychologists	4.2	89.1	5.4
14. Assistance and support from Area Directors of Student Services.	4.2	87.3	9.1
15. Assistance and support from Area Exceptional Child Director	3.8	67.2	14.5
16. Assistance and support from District Director of Student Services.	3.9	65.4	14.5
17. Assistance and support from District Exceptional Child Personnel	3.7	58.2	9.1
18. Assistance and support from school administrators (principals).	4.2	92.7	7.3
19. Assistance and support from school instructional staff. .	4.1	87.3	9.1
20. Assistance and support from parents	3.9	83.6	16.3
21. Assistance and support from counselors.	4.0	76.3	12.7
22. Assistance and support from community agencies.	2.8	43.7	54.5

*Satisfactory: 5- Extremely Satisfactory; 4- Somewhat Satisfactory

**Dissatisfactory: 2- Somewhat Dissatisfactory; 1- Extremely Dissatisfactory

Note: Row figures may not total 100 percent because the percentage of "3 No Opinion or Not Applicable" responses is not displayed.

TABLE 31

VISITING TEACHER PERCEPTIONS OF SUPPORT RECEIVED FROM AREA STUDENT SERVICES DIRECTORS, PRINCIPALS AND SCHOOL PSYCHOLOGISTS

NATURE OF SUPPORT	PERCENT		
	MEAN	FAVORABLE*	UNFAVORABLE**
To what extent do:			
A. Area Student Service Directors:	4.2***	90.1***	8.1***
1. Demonstrate adequate leadership skills	4.2	85.4	9.1
2. Adequately supervise your activities	3.9	83.6	14.5
3. Demonstrate an adequate understanding of your profession	4.3	92.8	7.2
4. Support visiting teacher services in general	4.5	98.2	1.8
B. Principals of your schools:	3.8***	80.0***	16.0***
1. Demonstrate adequate leadership skills	4.1	89.1	9.1
2. Adequately supervise your activities	4.0	83.7	9.1
3. Demonstrate an adequate understanding of your profession	3.8	76.3	23.6
4. Require their teachers and secretaries to follow standard referral procedures	3.7	80.0	20.0
5. Follow standard referral procedures themselves	3.7	72.7	23.6
6. Provide you with adequate clerical support	3.6	72.8	27.2
7. Support visiting teacher services in general	4.1	90.9	7.3
C. School Psychologists:	3.9***	80.0***	15.9***
1. Make explicit recommendations for visiting teacher follow-up services in their evaluation reports	3.5	67.3	29.1
2. Make recommendations for visiting teacher follow-up services that are realistic and feasible	3.7	74.6	16.3
3. Demonstrate an adequate understanding of your profession	4.1	87.3	12.7
4. Support visiting teacher services in general	4.3	91.0	5.5

*Favorable: 5- Always; 4 - Usually

**Unfavorable: 2- Seldom; 1 - Never

***Grand means for this category of rated personnel.

Note: Row figures may not total 100 percent because the percentage of "3 No Opinion or Not Applicable" responses is not displayed.

Recommendations for Improving Performance

Visiting teachers were asked to consider their own professional assets and liabilities and then make some suggestions for improving their performance by writing them in a prioritized order on the last page of the questionnaire (see Visiting Teacher Questionnaire item 21). Comments were analyzed and grouped into clusters based upon similarity of content. The first three suggestions made by each visiting teacher (if that many were offered) were used to develop the clusters. Then tallies of responses per cluster were obtained for visiting teachers as a group.

Results showed that 78 percent of all visiting teachers made suggestions. In-service training for such topics as school law, teen counseling and community agency information was suggested most, followed by recommendations for increased reimbursement for travel and paid auto insurance, modification of work hours with several suggestions for evening hours to maximize the chance for parents to be contacted through home visits, improving school clerical support and space provided to visiting teachers for working, counseling and making telephone calls and, finally, by providing schools with more information regarding visiting teacher services.

B. PRINCIPAL RESPONSES

Included in the questionnaires sent to principals regarding school psychological services were sections to be completed concerning visiting teachers and the services they provide (see appendices for a copy of the questionnaire). Consequently, the same rate of return (75 percent) occurred. Again, only the responses of principals as a group have been presented in tables.

Caseload Characteristics

Principals were asked to provide information regarding visiting teacher schedules. Results shown in Table 32 reveal that almost all visiting teachers served their schools on a scheduled basis with the majority visiting each school two days a week. Results also indicate that schedules were generally adhered to.

Data in Table 33 reflect the extent to which principals felt that visiting teachers were meeting the caseload demands of their schools. As can be seen, the median number of students referred for visiting teacher services between September, 1975 and June, 1976, was 90 with 88 percent having received services. It should be noted that these figures varied widely among groups. For example, an average of 75 students were referred by elementary principals with 96 percent served as compared to 320 students referred by secondary principals with only 70 percent served. Similar variance was found among area groups: Northwest, South Central, Southwest and South area principals referred 82, 101, 103 and 130 students, respectively, and indicated that virtually all received services.

Results in the same table show that the most frequent reason principals referred students for visiting teacher services was non-attendance and tardiness followed in descending order by obtaining family histories for psychological evaluations, address verification, birth certificate verification, determining eligibility for tuition exemption and appearing in court. Secondary principals differed in that they rated court appearances fourth followed by verification of birth certificate and tuition exemption.

Principals perceived visiting teachers as able to provide case histories in acceptable time limits. However, while 80 percent felt that their visiting teachers were adequately able to handle the numbers of referrals from their schools, 31.3 percent of the secondary principals did not. Solutions to this problem offered by the principals included increasing the number of visiting teachers so they could spend more time in each school as well as providing full-time visiting teachers for each facility.

Perceptions of Services

All principals were asked to rate 22 services provided by visiting teachers in terms of the extent to which each was needed, offered, easily obtainable, utilized and helpful. Results shown in Table 34 reveal that, overall, services were regarded as needed, offered, and could be obtained rather easily (see item 18, overall means).

Visiting teachers services regarded as most needed (not necessarily in order of importance) included conferring with teachers, principals and parents, obtaining social histories for psychological evaluations,

TABLE 32

PRINCIPAL RESPONSES REGARDING THE NATURE

OF VISITING TEACHER SCHEDULES

		Percent
Is a visiting teacher supposed to visit your school on a scheduled basis?	Yes	99.5
	No	0.5
	I don't know	0
Does he/she adhere to that schedule?	Always	56.7
	Usually	42.2
	Not Applicable	0
	Seldom	1.1
	Never	0
Frequency of visits	Every day	9.8
	About twice a week	68.3
	About once a week	21.9
	Once every 2 weeks	0
	About once a month	0
	Less than once a month	0
	Never	0

PRINCIPAL RESPONSES REGARDING NUMBER OF STUDENTS REFERRED FOR VISITING TEACHER SERVICES, NUMBER SERVED AND REASONS FOR REFERRAL

		MEDIAN	PERCENT
Students referred for visiting teacher services by principals from September, 1975 to June, 1976	Number referred	90.0	--
	Number served	80.0	88.0
Reason for referral (responses are based on a rank-order procedure; 1 is most frequent reason, 2 is the next and so on)	Non-attendance/Tardiness	1	--
	Obtain family history	2	--
	Verify address	3	--
	Verify birth certificate	4	--
	Tuition exemption	5	--
	Court appearance	6	--
Is your visiting teacher adequately able to handle the number of referrals from your school?	Yes	--	82.0
	No	--	18.0
Does he/she provide complete case histories in an acceptable length of time?	Yes	--	95.7
	No	--	4.3

TABLE 34

PRINCIPAL MEAN-SCORE* PERCEPTIONS OF SERVICES
PROVIDED BY VISITING TEACHERS

VISITING TEACHER SERVICES	MEAN SCORES				
	NEEDED	OFFERED TO YOU	QUICKLY OBTAINABLE	USED BY YOU	HELPFUL
1. Classroom observation of students	3.2	3.2	3.4	2.8	3.3
2. Conferring with teachers	4.1	4.1	4.0	3.9	4.2
3. Conferring with principal	4.5	4.6	4.5	4.4	4.6
4. Conferring with parents	4.6	4.5	4.3	4.5	4.6
5. Participation on school guidance/ screening committees	3.9	3.7	3.7	3.6	3.9
6. Individual counseling of students	3.8	3.5	3.5	3.3	3.8
7. Group counseling of students	3.1	2.7	2.8	2.4	3.0
8. Family counseling	3.7	3.3	3.4	3.2	3.7
9. Obtaining social histories for psychological evaluations	4.8	4.8	4.6	4.7	4.7
10. Providing follow-up services after a psychological evaluation	4.0	3.7	3.7	3.6	3.9
11. Investigate excessive absences or tardiness	4.6	4.6	4.5	4.5	4.6
12. Investigate tuition exemption	2.4	3.3	3.3	2.4	2.9
13. Check birth certificates	2.5	3.4	3.4	2.5	3.1
14. Verify addresses	3.9	4.3	4.3	3.9	4.2
15. Appear in court	2.5	3.4	3.4	2.4	3.0
16. Serve as liaison between school and community agencies	3.7	3.8	3.8	3.5	3.8
17. Make home visits	4.7	4.6	4.5	4.6	4.7
18. Overall means	3.7	3.8	3.8	3.5	3.8

*Numerical scale used:

5- Almost Always/Extremely
4- Moderately/Usually
3- No Opinion or Not Applicable
2- Seldom
1- Almost Never

providing follow-up services after a psychological evaluation, investigating absences and/or tardiness and making home visits. High ratings for these services occurred across all area and grade-level groups although the secondary principals gave a somewhat lower "needed" rating to "conferring with teachers". Of the services rated as moderately to extremely "needed", providing follow-up services after psychological evaluations received the lowest "offered" and "quickly obtainable" scores, followed by individual counseling of students.

Principal perceptions of how visiting teachers spent their time and how the principals felt it should have been spent were obtained and are presented in Table 35. A major portion of visiting teacher time appeared to be spent in making home visits either to obtain social histories or to investigate irregular patterns of school attendance. Elementary principals responded that twice as much time should be devoted to the former as compared to the latter while the secondary principals felt the latter activity should have the priority. Increases in time devoted to counseling students in school were suggested while consultation activities showed little change needed.

Principals were asked to rate 15 visiting teacher skills in terms of perceived strengths and/or weaknesses. Results shown in Table 36 suggest that visiting teacher skills generally were highly regarded by principals where they pertained to record-keeping, following schedules, providing written documents and getting along with people. However, although the results were still favorable, it seemed that principals were not familiar enough with visiting teacher counseling skills to comfortably rate them as evidenced by the large percentage of principals giving "No Opinion or Not Applicable" responses to the first three items regarding counseling. An analysis of responses by area showed that the skills receiving the most unfavorable ratings were providing sufficient follow-up services and serving in a liaison capacity and were given by Northeast, North Central and South Central principals.

The nature, quality and usefulness of written visiting teacher reports was determined and the results are shown in Table 37. According to the principals, reports were almost always made available for school records without undue delays and the quality was reportedly quite good in that they were complete, easily understood and provided realistic recommendations to faculties. This highly favorable response pattern occurred across all area and grade-level groups.

Principals were asked to rank ten school personnel in terms of relative importance to effective school functioning. The rankings given to visiting teachers were obtained, averaged and compared to an average of the rankings given to the rest of the personnel. Results shown in Table 38 reveal that visiting teachers received more favorable rankings than the average of the others (they ranked third overall).

Perceptions of Support

This general topic was previously discussed in the section on school psychologists (see Table 19). Specific to this section, however, was the finding that most principals agreed that area Student Services Directors provided adequate supervision for visiting teachers.

TABLE 35

PRINCIPAL PERCEPTIONS OF THE PERCENT OF TIME
VISITING TEACHERS ARE INVOLVED IN VARIOUS ACTIVITIES

VISITING TEACHER ACTIVITIES	PERCENT*	
	MEDIAN TIME INVOLVED	MEDIAN TIME SHOULD BE INVOLVED
1. Home visit to obtain social history for a psychological evaluation	25.0	25.0
2. Home visit for excessive absences or tardiness	20.0	20.0
3. Home visit to investigate tuition exemption, check of birth certificate, verify address	5.0	5.0
4. Court appearance	5.0	3.0
5. Counseling students in school	6.0	10.0
6. Counseling families	10.0	10.0
7. Consultation (teacher, principal, committee)	10.0	10.0
8. Other	5.0	5.0

*Columns do not total 100 percent due to rounding error.

TABLE 36

PRINCIPAL PERCEPTIONS OF SKILLS DISPLAYED
BY VISITING TEACHERS

VISITING TEACHER SKILLS	MEAN	PERCENT	
		FAVORABLE*	UNFAVORABLE**
1. Individual counseling skills	3.9	69.1	5.5
2. Group counseling skills	3.4	38.8	6.2
3. Family counseling skills	3.9	66.4	4.2
4. Keeping accurate records	4.5	95.7	1.6
5. Writing up cases when necessary	4.5	94.6	3.2
6. Writing relevant reports	4.5	91.8	4.9
7. Providing sufficient follow-up services. . .	4.1	83.2	9.2
8. Serving as an effective liaison between school and community agencies.	4.0	71.6	9.3
9. Relating effectively to parents.	4.4	94.0	2.7
10. Relating effectively to your faculty	4.2	84.3	4.8
11. Relating effectively to your students. . . .	4.3	86.4	3.3
12. Relating effectively to your secretaries and clerks	4.4	92.9	5.4
13. Adhering to a predetermined schedule	4.5	94.0	5.4
14. Using professional time effectively.	4.4	91.3	6.5
15. Seeing a case through until an adequate solution is found	4.3	89.6	3.8

*Favorable: 5- Considerable Stength ; 4- Moderate Strength

**Unfavorable: 2- Moderate Weakness ; 1- Considerable Weakness

Note: Row figures may not total 100 percent because the percentage of "3- No Opinion or Not Applicable" responses is not displayed.

TABLE 37

PRINCIPAL RESPONSES REGARDING
THE NATURE, QUALITY AND USEFULNESS
OF WRITTEN VISITING TEACHER REPORTS

		PERCENT	
	MEAN	FAVORABLE*	UNFAVORABLE**
Are written visiting teacher reports:			
1. Sent to you for your records?	4.7	96.2	2.2
2. Sufficiently complete (contain findings, recommendations)?	4.5	96.8	1.1
3. Written in such a way as to be readily understood by you?	4.6	98.4	1.1
4. Readily understood by your teachers?	4.5	94.5	1.1
5. Realistic in terms of suggested recommendations to your faculty?	4.3	86.4	1.6
6. Made available to you without undue delay?	4.5	95.7	2.7

*Favorable: 5- Almost Always; 4- Usually

**Unfavorable: 2- Seldom; 1- Almost Never

Note: Row figures may not total 100 percent because the percentage of "3- No Opinion or Not Applicable" responses is not displayed.

TABLE 38

PRINCIPAL RANK-ORDER COMPARISONS OF SERVICES
OF VISITING TEACHERS WITH THOSE OF "OTHER SCHOOL PERSONNEL"*
IN TERMS OF RELATIVE IMPORTANCE TO EFFECTIVE SCHOOL FUNCTIONING

	MEAN RANKING**
Visiting Teachers	3.6
"Other School Personnel"	5.1

*"Other School Personnel" included: Music teacher, guidance counselor, substance abuse/human relations, specialist, speech therapist, art teacher, occupational/placement/career education specialist, SCSI director, student activities director and school psychologist.

**Principals were asked to rank school personnel by assigning a "1" to the most important, a "2" to the next most important, a "3" to the next, and so on. Consequently, personnel receiving low numerical rankings were viewed more favorably than those receiving high numerical rankings.

Suggested Uses for Visiting Teachers

Principals were asked to write suggestions as to how they felt visiting teachers could best be used. About three-fourths of the principals responded and 30 percent of those expressed satisfaction with the way things are currently. Another fifteen percent recommended more counseling with students while almost as many listed home visits. Other suggestions included counseling with parents, serving in a liaison capacity and offering more time to schools.

APPENDIX A

INFORMATION CALL
350-3862

cc

2
1 2 3 4

STUDENT SERVICES EVALUATION: SCHOOL PSYCHOLOGIST QUESTIONNAIRE

1. Sex: Male 1 Female 2 — 5

2. Ethnic Origin: (check one) — 6
   - White, Non-Hispanic 1
   - Black, Non-Hispanic 2
   - Hispanic 3
   - American Indian/Alaska Native 4
   - Asian/Pacific Islander 5

3. Do you speak fluent Spanish? Yes 1 No 2 — 7

4. Type of school psychologist (check one only): — 8
   - "Conventional" area school psychologist 1
   - Alternative school psychologist 2
   - Other (specify) 3
     _____
     _____
     _____
     _____

5. Work Location: (check one) — 9
   - Northeast Area 1
   - Northwest Area 2
   - North Central Area 3
   - South Central Area 4
   - Southwest Area 5
   - South Area 6
   - Other (specify) 7
     _____
     _____
     _____

6. Circle how many schools/facilities you serve: (circle one) — 10

   1 2 3 4 5 6 7 8 or more

Auth.: MIS; Exp. Date: 12/31/76

7. Please determine the current student enrollment of each school/facility that you serve and write the total number of students here:____ 11-14

8. Check the highest degree currently held: 15

Bachelor ___ 1
Master ___ 2
Doctor ___ 3

9. Which of your degrees are clearly in psychology (e. g. educational psychology, clinical psychology, general psychology)?

Bachelor Yes ___ 1 No ___ 2 16
Master Yes ___ 1 No ___ 2 17
Doctor Yes ___ 1 No ___ 2 Not Applicable ___ 3 18

10. Check the type of state certification you currently have as a school psychologist 19

Permanent ___ 1
Temporary ___ 2
None ___ 3

11. Are you currently licensed as a psychologist by:

1) The Florida State Board of Examiners Yes ___ 1 No ___ 2 20
2) Another State Yes ___ 1 No ___ 2 21

12. Write the total number of years you have been a school psychologist (Dade and elsewhere): ____ 22-23

13. For the next 5 working days, please keep a record of the total number of miles you travel among schools and the total amount of time used in travel and record the figures below :

Total miles traveled: ___ 24-26
Total time in minutes: ___ 27-29

14. For the next 5 working days, write how many:

1) New cases you get: ____ 30-31
2) Reports you write or dictate: ___ 32-33
3) Full psychological "work-ups" you do: ___ 34-35
4) Cases you "staff":___ 36-37

15. How many of your "active" or "opened" cases are:

1) Awaiting evaluation? ___ 38-40
2) In the process of being evaluated? ___ 41-43
3) Evaluated but not yet "closed"? ___ 44-46
4) Total: ___ (add above figures) 47-49

16. The purpose of the following question is to determine the amount of time it takes you to complete a "typical" psychological evaluation. For the next evaluation you perform, please (1) check the reason for referral from the choices below, (2) write the number of minutes it takes to complete each of the following evaluation components and (3) then add the minutes and write the sum in the space labeled "Total minutes". It is important that your entries reflect the actual number of minutes devoted to each component, rather than estimates, so PLEASE KEEP AN ACCURATE RECORD OF YOUR TIME.

Reason for referral (check one only): 50

Initial Evaluation - Learning problems ___ 1
Initial Evaluation - Behavior problems ___ 2
Initial Evaluation - Testing for gifted program ___ 3
Re-evaluation - Exceptional Child program ___ 4
Early entrance to school ___ 5
K - 1 evaluation ___ 6
Other (specify) ___ 7 _____

EVALUATION COMPONENTS	MINUTES	
1. Review of records and background information	___	51-53
2. Pre-test conferences with school personnel	___	54-56
3. Pre-test conferences with parents.....	___	57-59
4. Observation of students classroom behavior	___	60-62
5. Testing: Administration and scoring.....	___	63-65
6. Post-test conferences with school personnel.....	___	67-69
7. Post-test conferences with parents	___	70-72
8. Writing the psychological report.....	___	73-75
9. Staffing of the case .....END CARD 1...	___	1-76-78 cc80=1
10. Other(specify)_____	___	cc 2 1 2 3 4 5-7
11. Total minutes	___	8-11

17. Please use the scale below to answer the following questions by placing the appropriate number next to each question and below the appropriate column. (Each question should have 2 numbers to the right of it, one for each column.)

5. Very Adequate
4. Somewhat Adequate
3. No opinion or Not Applicable
2. Somewhat Inadequate
1. Very Inadequate

To what extent are your professional skills and available diagnostic materials adequate/inadequate in terms of providing effective psychological services to the following types of students?

Type of students	Adequacy of: Your Professional skills	Adequacy of: Available diagnostic materials	
1. White, Non-Hispanic	____	____	12,13
2. Black, Non-Hispanic	____	____	14,15
3. Hispanic	____	____	16,17
4. American Indian/Alaska Native	____	____	18,19
5. Asian/Pacific Islander	____	____	20,21
6. Gifted	____	____	22,23
7. Learning Disabled	____	____	24,25
8. Educable Mentally Retarded	____	____	26,27
9. Trainable Mentally Retarded	____	____	28,29
10. Emotionally Disturbed	____	____	30,31
11. Socially Maladjusted	____	____	32,33
12. Disruptive	____	____	34,35

18. Below is a list of several dimensions of your work environment. Please use the scale below to show your satisfaction/dissatisfaction with each item by selecting the one number that best describes your feelings and writing it in the response column.

5 - Extremely Satisfactory
4 - Somewhat Satisfactory
3 - No Opinion or Not Applicable
2 - Somewhat Dissatisfactory
1 - Extremely Dissatisfactory

	Responses	
1. Size of case load	____	36
2. Number of schools/facilities to service	____	37
3. Level of income	____	38
4. Clerical support	____	39
5. Availability of suitable office space for writing reports, telephone calls, etc.	____	40
6. Availability of suitable private office space for testing, conferring, etc.	____	41
7. Availability of sufficient time for writing reports, telephone calls, etc.	____	42
8. Amount of reimbursement for travel	____	43
9. Availability of meaningful inservice training for you	____	44
10. Opportunities for professional advancement	____	45
11. Working under a predetermined schedule	____	46
12. Serving schools on an itinerant basis	____	47
13. Assistance and support from visiting teachers	____	48
14. Assistance and support from speech clinicians	____	49
15. Assistance and support from Area Director of Student Services	____	50
16. Assistance and support from Area Exceptional Child Director	____	51
17. Assistance and support from County Director of Student Services	____	52
18. Assistance and support from County Coordinator of Psychological Services	____	53
19. Assistance and support from county exceptional child personnel	____	54
20. Assistance and support from school administrators (principals)	____	55
21. Assistance and support from school instructional staff	____	56
22. Assistance and support from parents	____	57
23. Assistance and support from counselors	____	58

19. As a specialist in school psychology, you are required to provide psychological services to children, families and educators. Considering the great variety of activities in which you are involved, it is not surprising that you might perceive some as more relevant and efficacious than others.

Below is a list of psychological activities that you may be asked to perform by your program administrators. Using scale 1, indicate the degree of emphasis that the school psychology (Student Services) program is currently placing on each activity by writing the appropriate number in the column marked "Current Emphasis" at the right of each activity. Then, using scale 2, indicate the extent to which you feel that changes in the degree of emphasis on each activity should be made by writing the appropriate number in the column marked "Emphasis Change".

SCALE 1: CURRENT PROGRAM EMPHASIS

3 - Strongly Emphasized
2 - Moderately Emphasized
1 - Mildly Emphasized

SCALE 2: SUGGESTED EMPHASIS CHANGE

5 - Much More Emphasis Needed
4 - More Emphasis Needed
3 - No Opinion or Not Applicable
2 - Less Emphasis Needed
1 - Much Less Emphasis Needed

PSYCHOLOGICAL ACTIVITIES	Current Emphasis	Emphasis Change	
1. Testing - Learning problems	___	___	59,60
2. Testing - Behavior problems	___	___	61,62
3. Testing - Gifted program	___	___	63,64
4. Classroom observations	___	___	65,66
5. Teacher conferences	___	___	67,68
6. Principal conferences	___	___	69,70
7. Parent conferences	___	___	71,72
8. Counseling students	___	___	73 74
9. In-depth counseling with students	___	___	75 76
10. Assisting teachers with writing academic prescriptions	END CARD 2		77 78 cc80=2
11. Assisting teachers with curriculum selection	___	___	2 1 1 1 4 5,6
12. Assisting teachers in developing motivational programs	___	___	7,8
13. Providing follow-up services after a case is "closed"	___	___	9,10
14. Staff meetings with other Student Services personnel	___	___	11,12
15. Re-evaluation of previously tested students	___	___	13,14

(continued)

16. Writing psychological reports.....	____	____	15,16
17. Participation on school committees (screening, guidance, etc.).....	____	____	17,18
18. Providing in-service training to faculties.....	____	____	19,20
19. Participating in in-service programs for school psychologists.....	____	____	21,22
20. Participating in psychological programs development.....	____	____	23,24

20. Please use the scale below to answer questions about the following personnel by writing the appropriate number in the response column.

5 - Always

4 - Usually

3 - No Opinion or Not Applicable

2 - Seldom

1 - Never

To what extent do:	Responses	
A. Area Student Services Directors:		
(1) Demonstrate adequate leadership skills.....	____	25
(2) Adequately supervise your activities.....	____	26
(3) Demonstrate an adequate understanding of your profession.....	____	27
(4) Support psychological services in general....	____	28
B. Principals of your schools:		
(1) Demonstrate adequate leadership skills.....	____	29
(2) Adequately supervise your activities.....	____	30
(3) Demonstrate an adequate understanding of your profession.....	____	31
(4) Require their teachers and secretaries to follow standard referral procedures.....	____	32
(5) Follow standard referral procedures themselves.....	____	33
(6) Support psychological services in general....	____	34
C. Visiting Teachers:		
(1) Provide case histories that are meaningful to you.....	____	35
(2) Provide case histories promptly.....	____	36
(3) Provide adequate follow-up services when you recommend such services.....	____	37
(4) Support psychological services in general....	____	38
D. Area Clerical Personnel:		
(1) "Open" cases promptly.....	____	39
(2) Demonstrate adequate typing skills.....	____	40
(3) Type psychological reports promptly.....	____	41

21. Considering your own professional assets and liabilities, what suggestions would you make for improving your performance? (These may include inservice training, job restructuring, modification of work hours or any other suggestion you care to make. If more than one suggestion is given, please prioritize them with a ranking of "1" for the most important, "2" for the next most, and so on).

INFORMATION CALL
350-3862

cc 1 1 2 3 4

STUDENT SERVICES EVALUATION: PRINCIPAL QUESTIONNAIRE

1. School Name_____ Area and Number ☐☐☐☐ 5-9

2. Check your school level: 10

Elementary ___ 1

Jr. High ___ 2

Sr. High ___ 3

3. Please review the following school personnel and rank each in terms of relative importance to the effective functioning of your school. Rank all eight personnel by assigning a "1" to the most important, a "2" to the next most important, a "3" to the next, and so on. Please assign only one number to each person using each number only once. (Write "NA" next to each if "non-applicable" and write "0" for number 10, if needed)

Music teacher ____ 11

Guidance counselor ____ 12

Visiting teacher ____ 13

Substance abuse/human relations specialist ____ 14

School psychologist ____ 15

Speech therapist ____ 16

Art teacher ____ 17

Occupational/placement/career education specialist ____ 18

19

SCSI Director ____

Student Activities Director ____ 20

Auth.: MIS; Exp. Date: 12/31/76

4. Please use the scale below to indicate the extent to which you agree/ disagree with each of the following items by selecting the one number that best describes your feelings and writing it in the response column next to each item.

5. Strongly Agree
4. Agree
3. No Opinion or Not Applicable
2. Disagree
1. Strongly Disagree

The Area Director of Student Services:	Responses	
1. Has adequately explained Student Services policy and procedure to me.	____	21
2. Adequately supervises school psychologists . . .	____	22
3. Adequately supervises visiting teachers.	____	23
4. Is making an adequate effort to meet the needs of my school	____	24
5. Seems to work effectively with the Area Exceptional Child Program Director.	____	25

Comments: _____

PART I - SCHOOL PSYCHOLOGISTS

1. Is a school Psychologist currently assigned to your school/facility? 26

Yes ___1___ No ___2___

2. Are you now receiving services from a school Psychologist? 27

Yes ___1___ No ___2___

3. Is the psychologist supposed to visit your school/facility on a scheduled basis? 28

Yes ___1___ No ___2___ I Don't Know ___3___

4. Does he/she adhere to that schedule? (Check only one answer) 29

Always ___5___
Usually ___4___
Not Applicable ___3___
Seldom ___2___
Never ___1___

5. How often does the psychologist come to your school? (Check one). 30

Every day ___1___
About twice a week ___2___
Once a week ___3___
Once every 2 weeks ___4___
About once a month ___5___
Less than once a month ___6___
Never ___7___

6. For each of the general categories of psychological services listed below, please indicate (1) the percentage of time that your school psychologist tends to be involved in each and (2) the percentage of time you feel needs to be devoted to each activity:

PSYCHOLOGICAL SERVICES	Time Usually Involved	Your Opinion		
1. Individual diagnostic testing.....	____%	____%	31,32	33,3
2. Consultation (teacher, parent, principal, committee).....	____%	____%	35,36	37,3
3. Counseling with students.....	____%	____%	39,40	41,4
4. Faculty in-service training.....	____%	____%	43,44	45,4
5. Other _____.....	____%	____%	47,48	49,5
TOTALS	100 %	100 %		

7. Does the speech and hearing clinician assigned to your school provide, in an acceptable length of time, completed speech and hearing evaluations for students who are being referred for psychological evaluation? 51

Yes ____ (1) No ____ (2)

If "no" why not? _____

_____

_____

8. Does the visiting teacher assigned to your school provide, in an acceptable length of of time, completed social case histories for students who are being referred for a psychological evaluation? 52

Yes ____ (1) No ____ (2)

If "no", why not? _____

_____

_____

9. On the average, about how many school days elapse from the time you send a referral for psychological services to the area office(with all appropriate forms completed) to the time you receive a written copy of the psychologist's findings and recommendations: ____ 53-55

a. Do you consider this time period to be excessively long? 56

Yes ____ (1) No ____ (2)

b. Does the amount of time present serious problems to you, your students or your school? 57

Yes ____ (1) No ____ (2)

If "yes", state what kinds of problems and what can be done to remedy the situation: (Use a separate page if needed).

_____

_____

_____

10. How many of your students were referred to the school psychologist for an evaluation during the 1975-76 school year(September to June)? 58-60

Number of students referred: ____

a. Of those referred, how many were subsequently "closed" during that time? ____ 61-63

11. Do you feel that your school psychologist is able to adequately handle the number of referrals received from your school? 64

Yes ____ No ____
1 2

If "no", what can be done to remedy the situation? Please comment below:

_____

_____

_____

_____

_____

12. Please use the scale below to answer the following questions by placing the appropriate number next to each question.

5 - Almost Always
4 - Usually
3 - No Opinion or Not Applicable
2 - Seldom
1 - Almost Never

Are written psychological reports:	Responses	
1. Sent to you for your records?	____	65
2. Sufficiently complete (contain findings and recommendations)?	____	66
3. Written in such a way as to be readily understood by you?	____	67
4. Readily understood by your teachers	____	68
5. Realistic in terms of suggested recommendations to your faculty?	____	69
6. Made available to you without undue delay?	____	70

13. On the next page is a list of services that your school psychologist may provide. To the right of each service are five column headings that ask if each service is needed, offered to you, quickly obtainable, used by you and helpful.
A 5-point numerical scale is also provided on the next page for you to use when answering the questions. Indicate each answer by selecting the appropriate number from the scale and placing it in the box to the right of each service, directly beneath the question you are answering. After After all questions have been answered, each service listed should have 5 numbers to the right of it with one in each column. Please make sure that all answer boxes are filled in with only one number per box.

SCALE: 5 - Almost Always/Extremely
4 - Moderately/Usually
3 - No Opinion or Not Applicable
2 - Seldom
1 - Almost Never

	NEEDED	OFFERED TO YOU	QUICKLY OBTAINABLE	USED BY YOU	HELPFUL	
1. Testing and diagnosis/learning problems.			END CARD 1			71-75 cc 80=1 ccl 5-9 T 1 2 3 4
2. Testing and diagnosis/behavior problems.						10-14
3. Testing and diagnosis/gifted students.						15-19
4. Interpretation of test results.						20-24
5. Classroom observation of students.						25-29
6. Conferring with teachers.						30-34
7. Conferring with principal.						35-39
8. Conferring with parents.						40-44
9. Participation on school guidance/screening committees.						45-49
10. Individual counseling.						50-54
11. Group counseling.						55-59
12. In-depth counseling.						60-64
13. Assisting teachers with writing prescriptions.						65-69
14. Assisting teachers with curriculum selection.						70-74
15. Following-up students after recommendations.						75-79
16. Assistance in developing student motivational programs.			END OF CARD 2			cc80=2 ccl 5-9 T 1 2 3 4
17. Re-evaluation of previously tested students.						10-14
18. Placement of students in special programs.						15-19
19. Faculty in-service: behavior management techniques.						20-24
20. Faculty in-service: identifying deviant students.						25-29
21. Faculty in-service: measurement and evaluation.						30-34
22. Psychological services for Spanish-speaking students.						

14. Indicate the extent to which the school psychologist assigned to your school displays <u>strengths and/or weaknesses</u> in each of the following areas by writing the appropriate number from the scale below to the right of each item.

5 - Considerable Strength
4 - Moderate Strength
3 - No Opinion or Not Applicable
2 - Moderate Weakness
1 - Considerable Weakness

	Areas	Strengths/ Weaknesses	
1.	Administration and interpretation of psychological tests.....	____	35
2.	Diagnosing learning disabilities.....	____	36
3.	Diagnosing emotional disturbances.....	____	37
4.	Diagnosing mental retardation.....	____	38
5.	Diagnosing giftedness.....	____	39
6.	Applying behavior modification principles to school problems.....	____	40
7.	Individual counseling skills.....	____	41
8.	Group counseling skills.....	____	42
9.	Writing behavioral prescriptions.....	____	43
10.	Writing academic prescriptions.....	____	44
11.	Curriculum selection	____	45
12.	Understanding the needs of exceptional students.....	____	46
13.	Understanding the needs of Hispanic students.....	____	47
14.	Understanding the needs of Black, Non-Hispanic students.....	____	48
15.	Writing relevant psychological reports.....	____	49
16.	Directing in-service workshops for teachers.....	____	50
17.	Relating effectively to parents.....	____	51
18.	Relating effectively to your faculty.....	____	52
19.	Relating effectively to your students.....	____	53
20.	Adhering to a predetermined schedule.....	____	54

15. How do you think the school psychologist could best be used? (Please write your suggestions in the space provided below).

PART II - VISITING TEACHERS

cc

1. Is the visiting teacher supposed to visit your school on a scheduled basis?

Yes ____ 1 No ____ 2 I don't know ____ 3 55

2. Does he/she adhere to that schedule? 56

(check one)

Always ____ 5

Usually ____ 4

Not applicable ____ 3

Seldom ____ 2

Never ____ 1

3. How often does the visiting teacher come to your school? 57

(check one).

Every day ____ 1

About twice a week ____ 2

About once a week ____ 3

Once every 2 weeks ____ 4

About once a month ____ 5

Less than once a month ____ 6

Never ____ 7

4. For each of the activities listed below, please indicate (1) the percentage of time that your visiting teacher tends to be involved in each and (2) the percentage of time <u>you feel</u> needs to be devoted to each activity:

Visiting Teacher Activities	Time Usually Involved	Your Opinion
1. Home visit to obtain social history for a psychological evaluation	____ %	____ %
2. Home visit for excessive absences or tardiness.....	____ %	____ %
3. Home visit to investigate tuition exemption, check of birth certificate, verify address...	____ %	____ %
4. Court appearance.....	____ %	____ %
5. Counseling students in school.....	____ %	____ %
	END OF CARD 3	
6. Counseling families.....	____ %	____ %
7. Consultation (teacher, principal, committee).	____ %	____ %
8. Other_____.....	____ %	____ %
TOTALS	100 %	100 %

58,59 60 6
62,63 64-6
66,67 68 6
70,71 72 7
74,75 76 7
cc80=3
cc1
1 2 3 4
5,6 7,8
9,10 11,12
13,14 15-16

5. Does your visiting teacher provide, <u>in an acceptable length of time</u>, completed social case histories for students who are being referred for a psychological evaluation? Yes ____ (1) No ____ (2)

17

If "no", why not? _____

_____

_____

6. Please review the following reasons for referral for visiting teacher services and <u>rank</u> them by assigning a "1" to the most frequent reason for referral, a "2" to the next most frequent reason, a "3" to the next, and so on. Please assign only <u>one</u> number to each reason using each number <u>only once</u>.

Non-attendance, tardiness ____ 18

To obtain social history for psychological evaluation ____ 19

To verify address ____ 20

Verify birth certificate ____ 21

Tuition exemption ____ 22

Court appearance____ 23

7. How many of your students were referred for visiting teacher services during the 1975-76 school year(September to June)? 24-26

Number of students referred: _____

a. Of <u>this number</u>, how many actually received such services 27-29

during that time: _____

8. Do you feel that your visiting teacher is able to adequately handle the number of referrals received from your school? 30

Yes _____ (1) No _____ (2)

If "no", what can be done to remedy the situation?_____

_____

_____

_____

9. Please use the scale below to answer the following questions by placing the appropriate number next to each question:

5 - Almost Always

4 - Usually

3 - No Opinion or Not Applicable

2 - Seldom

1 - Almost Never

10. Are <u>written</u> visiting teacher reports: <u>Responses</u>

1.	Sent to you for your records..... _____	31
2.	Sufficiently complete(contain findings recommendations)?..... _____	32
3.	Written in such a way as to be readily understood by you?..... _____	33
4.	Readily understood by your teachers..... _____	34
5.	Realistic in terms of suggested recommendations to your faculty..... _____	35
6.	Made available to you without undue delay?..... _____	36

11. The following is a list of services that your visiting teacher may provide. To the right of each service are five column headings that ask if each service is needed, offered to you, quickly obtainable, used by you and helpful. A 5-point numerical scale is provided for you to use when answering the questions. Indicate each answer by selecting the appropriate number from the scale and placing it in the answer box to the right of each service, directly beneath the question you are answering. After all questions have been answered, each service listed should have 5 numbers to the right of it with one in each column. Please make sure that all answer boxes are filled in with only one number per box.

SCALE: 5 - Almost Always/Extremely
4 - Moderately/Usually
3 - No Opinion or Not Applicable
2 - Seldom
1 - Almost Never

	NEEDED	OFFERED TO YOU	QUICKLY OBTAINABLE	USED BY YOU	HELPFUL	
1. Classroom observation of students.						37-41
2. Conferring with teachers.						42-46
3. Conferring with principal						47-51
4. Conferring with parents.						52-56
5. Participation on school guidance/ screening committees.						57-61
6. Individual counseling of students.						62-66
7. Group counseling of students.						67-71
8. Family counseling.				END OF CARD 4		72-76 cc 80=4
9. Obtaining social histories for psychological evaluations						cc 1 5-9 1 2 3 4
10. Providing follow-up services after a psychological evaluation.						10-14
11. Investigate excessive absences or tardiness.						15-19
12. Investigate tuition exemption.						20-24
13. Check birth certificates.						25-29
14. Verify addresses.						30-34
15. Appear in court.						35-39
16. Serve as liaison between school and community agencies.						40-44
17. Make home visits.						45-49

12. Indicate the extent to which the visiting teacher assigned to your school displays strengths and/or weaknesses in each of the following areas by writing the appropriate number from the scale below to the right of each item.

5 - Considerable Strength
4 - Moderate Strength
3 - No Opinion or Not Applicable
2 - Moderate Weakness
1 - Considerable Weakness

AREAS	Strengths/ Weaknesses	
1. Individual counseling skills.....	____	50
2. Group counseling skills.....	____	51
3. Family counseling skills.....	____	52
4. Keeping accurate records.....	____	53
5. Writing up cases when necessary.....	____	54
6. Writing relevant reports.....	____	55
7. Providing sufficient follow-up services.....	____	56
8. Serving as an effective liaison between school and community agencies.....	____	57
9. Relating effectively to parents.....	____	58
10. Relating effectively to your faculty.....	____	59
11. Relating effectively to your students.....	____	60
12. Relating effectively to your secretaries and clerks..	____	61
13. Adhering to a predetermined schedule.....	____	62
14. Using professional time effectively.....	____	63
15. Seeing a case through until an adequate solution is found.....	____	64

13. How do you think the visiting teacher could best be used? (Please write your suggestions in the space provided below and attach a separate page if necessary).

END OF CARD 5 cc 80=5

_____

_____

_____

_____

_____

INFORMATION CALL
350-3862

STUDENT SERVICES EVALUATION: TEACHER QUESTIONNAIRE

cc

4
1 2 3 4

1. School _____ School Number ☐ - ☐☐☐☐ 5-9

2. Area: (check one): 10

Northeast	1
Northwest	2
North Central	3
South Central	4
Southwest	5
South	6

3. Check the one teacher description that best describes you: 11

Regular class - Elementary	1
Regular class - Secondary	2
Exceptional Child - Elementary	3
Exceptional Child - Secondary	4
Other - Elementary (specify) _____ _____	5
Other - Secondary (specify) _____ _____	6

4. Check the type of exceptional child class you are now teaching: 12

I don't teach an exceptional child class ____

Learning Disabilities	____ 1	Educable Mentally Retarded	____ 6
Trainable Mentally Retarded	____ 2	Emotionally Distrubed	____ 7
Speech/Language Impaired	____ 3	Gifted	____ 8
Socially Maladjusted/Alternative School	____ 4		

Other ____ 5 (specify)_____

5. Write the total number of years of your teaching experience (Dade and elsewhere): _____ 13-14

6. Check the highest degree you currently hold: 15

Bachelor ____ 1	Master ____ 2	Specialist ____ 3	Doctor ____ 4

Auth.: MIS; Exp. Date: 12/31/76

7. Please review the following school personnel and rank each in terms of relative importance to the effective functioning of your school. Rank all eight personnel by assigning a "1" to the most important, a "2" to the next most important, a "3" to the next, and so on. Please assign only one number to each person using each number only once. (Please write "NA" if "not applicable" and use "o" for number 10, if needed).

Music Teacher _____	16
Guidance Counselor _____	17
Visiting Teacher _____	18
Substance Abuse/Human Relations Specialist_____	19
School Psychologist ____	20
Speech Therapist ____	21
Art Teacher ____	22
Occupational/Placement/Career Education Specialist ____	23
SCSI Director ____	24
Student Services Director ____	25

8. Did you:

(1) ever have reason to request the services of a school psychologist?	yes 1	no 2	26
(2) actually request such services?	yes 1	no 2	27
(3) ever receive such services?	yes 1	no 2	28

9. Do you know the name of the psychologist assigned to your school/facility? 29

Yes 1 No 2

10. How often does the psychologist visit your school? (Check only one answer) 30

Every day	1
About twice a week	2
Once a week	3
Once every two weeks	4
About once a month	5
Less than once a month	6
Never	7
I don't know	8

11. Please write the average number of school days that usually transpire from the time you refer a student for a psychological evaluation to the time you (or the school) receive a written psychological report containing findings and recommendations (Please leave blank if you never referred a student for a psychological evaluation or check (✓) box if you do not know):

Days:____ Don't Know: ☐ (CC: Punch 1 if checked) 31-33,34

12. Please indicate the extent to which findings and recommendations contained in a typical psychological evaluation report are available, complete, relevant and useful to you by selecting the appropriate number from the scale below and writing it next to the question:

5 - Almost Always
4 - Usually
3 - No Opinion or Not Applicable
2 - Seldom
1 - Almost Never

Are psychologist's findings and recommendations:

1) Available ____ 35
2) Complete ____ 36
3) Relevant ____ 37
4) Useful to you ____ 38

13. On the next page is a list of services that your school psychologist may provide. To the right of each service are five column headings that ask if each service is needed, offered to you, quickly obtainable, used by you and helpful. A 5-point numerical scale is provided on the next page for you to use when answering the questions. Indicate each answer by selecting the appropriate number from the scale and placing it in the answer box to the right of each service directly beneath the question you are answering. After all questions have been answered, each service listed should have 5 numbers to the right of it with one in each column. Please make sure that all answer boxes are filled in with only one number per box.

SCALE: 5 - Almost Always/Extremely
4 - Moderately/Usually
3 - No Opinion or Not Applicable
2 - Seldom
1 - Almost Never

	NEEDED	OFFERED TO YOU	QUICKLY OBTAINABLE	USED BY YOU	HELPFUL	
1. Testing and diagnosis/learning problems.						39-43
2. Testing and diagnosis/behavior problems.						44-48
3. Testing and diagnosis/gifted students.						49-53
4. Interpretation of test results.						54-58
5. Classroom observation of students.						59-63
6. Conferring with teachers.						64-68
7. Conferring with principal.						69-73
8. Conferring with parents.						74-78
		END OF CARD 1				cc80=1
9. Participation on school guidance/screening committees.						1 2 3 4 5-9
10. Individual counseling.						10-14
11. Group counseling.						15-19
12. In-depth Counseling.						20-24
13. Assisting teachers with writing prescriptions.						25-29
14. Assisting teachers with curriculum selection.						30-34
15. Following-up students after recommendations.						35-39
16. Assistance in developing student motivational programs.						40-44
17. Re-evaluation of previously tested students.						45-49
18. Placement of students in special programs.						50-54
19. Faculty in-service: behavior management techniques.						55-59
20. Faculty in-service: identifying deviant students.						60-64
21. Faculty in-service: measurement and evaluation.						65-69
22. Psychological services for Spanish-speaking students.						70-74

END OF CARD 2 c80=2

cc4 1 2 3 4

THIS SECTION IS TO BE COMPLETED BY EXCEPTIONAL CHILD TEACHERS ONLY

14. How many students do you currently have on your roster: _____ 5-7

a) Of these, what number have been given a psychological evaluation: _____ 8-10

b) Of those given a psychological evaluation, how many occurred:

1) not more than one year prior to today's date: ___ 11-13

2) More than one but not more than two years prior to today's date: ___ 14-16

3) More than two but not more than three years prior to today's date: ___ 17-19

4) More than three years prior to today's date: ___ 20-22

15. How many of your students are eligible for re-evaluation by a school psychologist? ___ 23-25

a) Of these, how many have been referred for re-evaluation? ___ 26-28

16. How long does it usually take to get a student re-evaluated after the referral has been made? (check one or leave blank if not applicable to you). 29

About two weeks	1	About four months	5
About one month	2	About five months	6
About two months	3	Between six and nine months	7
About three months	4	Longer than nine months	8

17. Does this length of time pose a problem for you? 30

Yes _____ 1 no _____ 2 Not applicable _____ 3

If "yes" please describe problem and suggest solutions: (attach additional sheet if needed)

_____

_____

END OF CARD 3 cc 80=3

INFORMATION CALL
350-3862

STUDENT SERVICES EVALUATION: VISITING TEACHER QUESTIONNAIRE

cc 3 1 2 3 4

1. Sex: Male ____ 1 Female ____ 2 — 5

2. Ethnic Origin: (check one) — 6

White, Non-Hispanic	1
Black, Non-Hispanic	2
Hispanic	3
American Indian/Alaska Native	4
Asian/Pacific Islander	5

3. Do you speak fluent Spanish? Yes ____ 1 No ____ 2 — 7

4. Work Location: (check one) — 8

Northeast Area	1
Northwest Area	2
North Central Area	3
South Central Area	4
Southwest Area	5
South Area	6
Other(specify)	7

_____

5. How many schools do you serve? (circle one) — 9

1 2 3 4 5 6 7 8 or more

6. What grade level do you serve?: (check one) — 10

Only elementary	1
Only secondary	2
Elementary and secondary	3

7. Please determine the current student enrollment of each school that you serve and write the <u>total</u> number of students here: _____ — 11-14

Auth.: MIS; Exp. Date: 12/31/76

8. Check the highest degree currently held: 15

Bachelor ___ 1

Master ___ 2

Doctor ___ 3

9. Check which of your degrees are clearly in social work (a major in social work) :

Bachelor	yes ___ 1	no ___ 2			16
Master	yes ___ 1	no ___ 2	not applicable	___ 3	17
Doctor	yes ___ 1	no ___ 2	not applicable	___ 3	18

10. Check the type of state certification you currently have as a visiting teacher : 19

Permanent ___ 1

Temporary ___ 2

None ___ 3

11. Write the total number of years you have been a visiting teacher (Dade and elsewhere): ____ 20-21

12. Write the total number of years of classroom teaching experience:____ 22-23

13. How many of your "active" or "opened" cases:

1) have not yet received your services:____ 24-25

2) are in the process of receiving your services:____ 26-28

14. For the next 5 working days, please keep a record of the total number of miles you travel among schools and the total amount of time used in travel and record the figures below:

Total miles traveled in 5 days: _____ 29-31

Total time in minutes in 5 days: _____ 32-34

15. For the next 5 working days, write how many:

1) new cases you get _____ 35-36

2) reports you write or dictate ____ 37-38

3) cases you "staff" ___ 39-40

16. For the next 5 working days, please indicate the number of times you engaged in each of the following activities:

ACTIVITIES			NUMBER OF TIMES	
1. Home visitation:	a)	contact made.....	___	41-42
	b)	no one home.....	___	43-44
	c)	for non-attendance, truancy..	___	45-46
	d)	to obtain social history for a psychological evaluation ..	___	47-48
2. Social histories:	a)	obtained.....	___	49-50
	b)	written up.....	___	51-52
3. Phone conversation with:				
	a)	parent.....	___	53-54
	b)	community agency.....	___	55-56
4. Court appearances.....			___	57-58
5. Visit a community agency.....			___	59-60
6. One-to-one counseling of a student			___	61-62
7. One-to-one counseling of a parent.....			___	63-64
8. Follow-up of recommendations in psychological evaluation.....			___	65-66

17. Please use the scale below to show approximately how much time is usually required to adequately service each of the following types of cases by placing the appropriate number to the right of each item.

1 - less than 1 hour
2 - 1-2 hours
3- 2-3 hours
4 - 3-4 hours
5 - 4-5 hours
6 - 5-10 hours
7 - more than 10 hours

		Responses	
(1)	Obtain and submit a social history for a psychological evaluation.....	_____	67
(2)	Excessive absences or tardiness.....	_____	68
(3)	Inadequate clothing, supplies or lunches.....	_____	69
(4)	Tuition exemption.....	_____	70
(5)	Check of birth certificate.....	_____	71
(6)	Verify address.....	_____	72
(7)	Court appearance.....	_____	73
		END OF CARD 1	cc 80=1

18. What percentage of time per week do you devote to each of the following activities:

	Activities	Percent of Time	
(1)	Staffing.....	_____%	5-6
(2)	Travel.....	_____%	7-8
(3)	Home visits.....	_____%	9-10
(4)	Report preparation.....	_____%	11-12
(5)	Court or agency contacts.....	_____%	13-14

19. Below are listed several dimensions of your work environment. Please use the scale below to show your satisfaction/dissatisfaction with each item by selecting the one number that best describes your feelings and write it in the response column.

5 - Extremely Satisfactory
4 - Somewhat Satisfactory
3 - No Opinion or Not Applicable
2 - Somewhat Dissatisfactory
1 - Extremely Dissatisfactory

		Response	
1.	Size of case load	___	15
2.	Number of schools to service	___	16
3.	Level of income	___	17
4.	Clerical support	___	18
5.	Availability of suitable office space for writing reports, telephone calls, etc.	___	19
6.	Availability of suitable private office space for counseling and conferring	___	20
7.	Availability of sufficient time for writing reports, telephone calls, etc.	___	21
8.	Amount of reimbursement for travel	___	22
9.	Availability of meaningful inservice training for you	___	23
10.	Opportunities for professional advancement	___	24
11.	Working under a predetermined schedule	___	25
12.	Serving schools on an itinerant basis	___	26
13.	Assistance and support from school psychologists	___	27
14.	Assistance and support from Area Directors of Student Services	___	28
15.	Assistance and support from Area Exceptional Child Director	___	29
16.	Assistance and support from District Director of Student Services	___	30
17.	Assistance and support from district exceptional child personnel	___	31
18.	Assistance and support from school administrators (principals)	___	32
19.	Assistance and support from school instructional staff	___	33
20.	Assistance and support from parents	___	34
21.	Assistance and support from counselors	___	35
22.	Assistance and support from community agencies	___	36

20. Please use the scale below to answer questions about the following personnel by writing the appropriate number in the response column

5 - Always
4 - Usually
3 - No Opinion or Not Applicable
2 - Seldom
1 - Never

To what extent do:	Response	
A. Area Student Services Directors:		
(1) Demonstrate adequate leadership skills. . .	___	37
(2) Adequately supervise your activities. . . .	___	38
(3) Demonstrate an adequate understanding of your profession.	___	39
(4) Support visiting teacher services in general.	___	40
B. Principals of your schools:		
(1) Demonstrate adequate leadership skills. . .	___	41
(2) Adequately supervise your activities. . . .	___	42
(3) Demonstrate an adequate understanding of your profession.	___	43
(4) Require their teachers and secretaries to follow standard referral procedures. . . .	___	44
(5) Follow standard referral procedures themselves.	___	45
(6) Provide you with adequate clerical support.	___	46
(7) Support visiting teacher services in general.	___	47
C. School Psychologists:		
(1) Make explicit recommendations for visiting teacher follow-up services in their evaluation reports.	___	48
(2) Make recommendations for visiting teacher follow-up services that are realistic and feasible.	___	49
(3) Demonstrate an adequate understanding of your profession.	___	50
(4) Support visiting teacher services in general.	___	51

END OF CARD 2 | cc 80=2

21. Considering your own professional assets and liabilities, what suggestions would you make for improving your performance? (These may include inservice training, job restructuring, modification of work hours or any other suggestion you care to make. If more than one suggestion is given, please prioritize them with a ranking of "1" for the most important, "2" for the next most, and so on).

APPENDIX B

CHARACTERISTICS OF REGULAR CLASS AND EXCEPTIONAL CHILD TEACHERS WHO RESPONDED TO THE QUESTIONNAIRE

CHARACTERISTICS	REGULAR CLASS TEACHERS		EXCEPTIONAL CHILD TEACHERS	
	N	PERCENT	N	PERCENT
Area:				
Northeast	33	15.5	40	20.6
Northwest	36	16.9	37	19.1
North Central	40	18.8	29	14.9
South Central	38	17.8	28	14.4
Southwest	42	19.7	25	12.9
South	24	11.3	35	18.0
Grade Level:				
Elementary	120	55.9	114	58.8
Secondary	95	44.1	80	41.2
Highest Degree Currently Held:				
Bachelor	123	57.2	92	47.4
Master	89	41.4	94	48.5
Specialist	3	1.4	8	4.1
Doctor	0	0	0	0
	M	SD	M	SD
Total Years Teaching Experience:	13.1	7.7	8.7	7.7